



Kirkstall St Stephen's

*Design
Technology
(DT) Policy*

May 2024

This school is committed to safeguarding and promoting the wellbeing of all children and expects our staff and volunteers to share this commitment.

KSS School Vision:

We are cherished, we are challenged, we are children of God.

- We are cherished – we aim to create a caring environment where all children and staff feel welcome, valued, supported and respected.
- We are challenged- through a stimulating and challenging learning environment, where achievements are recognised but it is also safe to fail, increasing our resilience.
- We are children of God – we recognise the value of each and every individual, encouraging every-one’s unique spiritual development and potential.

In the light of the Mission Statement, Inclusion and Assessment Policies and intent, this is the policy statement for the delivery of Design Technology at Kirkstall St Stephen’s Primary School.

Intent:

At Kirkstall St Stephen’s C of E Primary School (KSS) we believe that Design Technology (DT) prepares pupils to participate in tomorrow’s rapidly changing technologies. The children become creative problem solvers as individuals and as members of a team. They look for needs, wants and opportunities, and respond to them by developing a range of design ideas. Children will feel confident to reflect, learn from and evaluate present and past design and technology, its uses and effects. Design Technology lessons focus on the following areas: mechanisms, structures, textiles and food.

Teaching and Learning

Early Years Foundation Stage

Foundation Stage pupils will be taught and encouraged to use simple Design Technology skills following the Early Years Framework. In Foundation stage, the children are encouraged to be creative and imaginative, use technical knowledge and vocabulary, understand nutrition and basic cooking skills and to understand what a good design process looks like.

Key Stage 1 and 2

Kirkstall St Stephen’s Primary School follows the National Curriculum for DT for Key stage 1 and 2. In Key Stage 1 and 2 the children will have three DT topics throughout the year covering a half term each. When the children are not studying DT, they will be covering an Art and Design topic. There is a progression of skills from Key Stage 1, to Lower Key Stage 2 (Year 3 and 4) and then to Upper Key Stage 2 (Year 5 and 6). In each of these three stages, the children will cover mechanisms, structures, textiles and food technology. The progression of skills builds upon the skills from the previous stage.

All year groups across Key Stage 1 and 2 study Food Technology. We ensure as part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life. Food safety is

Each DT topic will follow the following DT process:

- Research
 - Research existing products and evaluate them.
- Design
 - Design a product using the research conducted
- Make
 - Make the product that has been planned
- Evaluate
 - Evaluate the product against the design and success criteria

By Upper Key Stage 2, the aim is for to have developed their progression of skills to the point where they have autonomy over their own work.

Each child in Key Stage 1 and 2 will have an exercise book in DT to record their research, planning, designing and evaluating stages of the DT process.

Assessment and Monitoring

The children's work is assessed against the KSS Progression of Skills in Design Technology which have been developed from the National Curriculum. Evidence for making these judgments will be gathered through discussion and observation of the pupil during the lesson, by the child's recording of the activities in their exercise books and the products that they make. All levels are based upon teacher assessment. Children are also given the opportunity to fully participate in the assessment process, through peer, self and group assessments.

Children are monitored on a regular basis to check progress through the use of Learning Journey Checklists and Foundation Trackers. Assessment and Recording is an integral part of the teaching process at KSS. Assessment is used to inform planning and to facilitate differentiation. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made.

Equal Opportunities and Inclusion of all children

All our children have access to the Design Technology curriculum, regardless of their ability, gender, physical disability or their social, cultural or ethnic background. Where possible, provision is made to support individuals or groups of SEND children or those with a disability so that they can participate effectively in Design and Technology lessons. Likewise, provision is made for our More Able children and our New Arrivals so that their needs are also met. All children are encouraged to achieve as high standard as possible.

The Role of the Design Technology Coordinator

The role of the DT coordinator is to monitor and evaluate the teaching of DT across school by completing the following:

- Conduct DT 'Learning Walks' and 'Book Looks' with positive feedback and to highlight areas of development for the subject.
- Ensure the KSS DT Long Term Plan and Progression of Skills document stays up to date and relevant so teachers can plan accordingly
- Complete necessary and appropriate CPD opportunities, edit the DT Long Term Plan accordingly and share updates and CPD to the rest of the staff
- Be responsible for the DT resources across school
- Ensure extra- curricular opportunities for DT are conducted throughout school e.g. Cooking Club