

DT POLICY

DATE PALM STATEMENT of INTENT

At Date Palm our vision is for the school to ensure our pupils grow like a Date Palm tree – with **strong foundations, lofty branches and produce fresh fruit:**

- ✓ To build **Strong Foundations for Character Development** that:
Instill values; inspire each pupil; display best manners.
- ✓ To have **Lofty Branches of Educational Excellence** that will:
Provide a broad and varied range of experiences and learning opportunities; help each pupil progress and develop in all aspects; support their skills and talents.
- ✓ To produce **Fresh Fruit that provides services to their communities** in order to: Become responsible and confident citizens; make a positive difference; commit to charitable endeavours; become effective contributors towards Britain’s future.

Reviewed by	Position	Signature
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The Teaching and Learning of DT Policy

Intent: what does the Design and Technology curriculum intend to do?

At Date Palm Primary School design and technology should be fully inclusive to every child. Our aims are to:

- Fulfil the requirements of the National Curriculum for design and technology.
- Provide a broad and balanced curriculum
- Ensure the progressive development of knowledge and skills
- To learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens through evaluation of past and present design and technology
- Develop a critical understanding of its impact on daily life and the wider world
- To participate successfully in an increasingly technological world using the language of design and technology.

The aims of teaching design and technology in our school are:

- Develop creative, technical and imaginative thinking in children and to develop confidence to participate successfully in an increasingly technological world.
- Enable children to talk about how things work and to develop their technical knowledge,
- Apply a growing body of knowledge, understanding and skills in order to design and make prototypes and products for a wide range of users,
- Encourage children to select appropriate tools and techniques when making a product, whilst following safe procedures,
- Develop an understanding of technological processes and products, their manufacture and their contribution to our society,
- Foster enjoyment, satisfaction and purpose in designing and making things,
- Critique, evaluate and test their ideas and products, and the work of others,
- Understand and apply the principles of nutrition and to learn how to cook,
- Understand how key events and individuals in design and technology have helped shape the world.

Research links

Pedagogical approaches used in design and technology use a mixture of behaviourism, social constructivism and Liberationism:

Behaviourism: Direct teacher instruction; modelling of skills and techniques; demonstration. Teachers use this approach to model and teach specific skills and knowledge required in Design and technology at times encouraging children to imitate and change where possible using their own creative ideas.

Social Constructivism: Teacher modelling; questioning; mix of individual, paired and group instruction. Teachers in Design and Technology create opportunities for students to support each other, through sharing ideas, collaboration and working together to solve problems. This, approach reinforces the notion that 'more knowledgeable other' is not specifically one child and that all learners can contribute their skills and knowledge.

Liberationism: Pupil-led learning; opportunities to showcase learning. This approach allows teachers to assist and encourage complete freedom to the children to open their mind and creativity to initiate and plan their own ideas.

Implementation: how is the curriculum implemented?

To ensure high standards of teaching and learning in design and technology, we implement a curriculum that is progressive throughout the whole school. Design and technology is taught as part of a half termly topic, focusing on knowledge and skills stated in the National Curriculum. At Date Palm, we ensure that design and technology is given the same importance as the core subjects, as we feel this is important in enabling all children to gain 'real-life' experiences.

The design and technology curriculum at Date Palm Primary School is based upon the 2014 Primary National Curriculum in England, which provides a broad framework and outlines the knowledge and skills taught in each Key Stage. **Teachers plan lessons for their class using our progression of knowledge and skills document. Teachers can use this document to plan their design and technology lessons suitable to their class interests.** The progression document ensures the curriculum is covered and the skills/knowledge taught is progressive from year group to year group.

When teaching design and technology, teachers should follow the children's interests to ensure their learning is engaging, broad and balanced. A variety of teaching approaches are used based on the teacher's judgement. These students may also have their work displayed in school and may win competitions that they take part in.

At Date Palm Primary School, we provide a variety of opportunities for design and technology learning to take place inside and outside the classroom. Every year we take part in 'The Big Draw' where the subject leader plans fun, engaging activities linked to design and technology for the children to complete. These activities should be guided by the children's interests in particular topics. The enrichment day also offers an opportunity for parents to engage with the school and participate with their children's learning.

Educational visits are another opportunity for the teachers to plan for additional design and technology learning outside the classroom. At Date Palm Primary School, the children have many opportunities to experience design and technology on educational visits. The children have visited local museums, food establishments and had visitors into school to share learning and have hands on experiences.

Alongside our curriculum provision for design and technology, we also provide all pupils with the opportunity to participate in DT based after school clubs and DT golden time activities. Pupils are consulted termly about which clubs they would like to be offered.

Impact: what progress will children make?

Within design and technology, we strive to prepare children to take part in the development of tomorrow's rapidly changing world. We aim to encourage children to become creative problem-solvers, both as individuals and as part of a team. Through the study of design and technology, children combine practical skills with an understanding of aesthetic, social and environmental issues, as well as of functions and industrial practices. This allows them to reflect on and evaluate present and past design and technology, its uses and its impact. Our design and technology curriculum is high quality, well thought out and is planned to demonstrate progression. We focus on progression of knowledge and skills and discreet vocabulary progression also form part of the units of work.

We measure the impact of our curriculum through the following methods:

- Assessing children's understanding of topic linked vocabulary before and after the unit is taught.
- Summative assessment of pupil discussions about their learning.
- Images and videos of the children's practical learning.
- Interviewing the pupils about their learning (pupil voice).
- Moderation staff meetings where pupil's books are scrutinised and there is the opportunity for a dialogue between teachers to understand their class's work.
- Annual reporting of standards across the curriculum.
- Marking of work in books.

Teaching and Learning

The teachers at Date Palm Primary School use a variety of teaching and learning styles in design and technology lessons. The principal aim is to develop children's knowledge, skills and understanding in design and technology. Teachers ensure that the children apply their knowledge and understanding when developing ideas, planning and making products, and evaluating them. Children use a step-by-step design process, by undertaking research on the product, sampling product design, creating prototypes,

measurements and creating the product. We do this through a mixture of whole class teaching and individual or group activities. Within lessons we give the children the opportunity to work on their own and to collaborate with others, listening to other children's ideas and treating these with respect. Children critically evaluate existing products, using a child centered evaluation to establish what worked, what did not work and what they will improve. Furthermore, all pupils have the opportunity to use a wide range of materials and resources, including computing.

Our school uses six different areas which are taught across the key stages. These six areas are planned in three phases; long-term, medium-term and short-term.

- Food
- Textiles
- Electronics
- Computing
- Construction
- Mechanics

The lesson plans identify the skills which will be taught in order for children to:

- to master practical skills
to design, make, evaluate and improve
- to take inspiration from design throughout history

In Key Stages 1 and 2 Design and Technology is taught through the teaching of well-planned lessons using the National Curriculum and other programmes of studies that the teaching staff may choose. In the Foundation stage it is taught in a very hands-on and child led way following the guidance in the Early Years Foundation Stage Curriculum. All lessons are planned and adapted to teach them in the most beneficial way ensuring that Design and technology remains the main focus of the lessons when stipulated to be so in the planning.

Key Stages 1 and 2 - Each aspect of Design and Technology is visited at least once in both Key Stage 1 and Key Stage 2. Every class carries out three Design and Technology projects per year. In Key Stage 2 children are given the opportunity to look at key events and individuals in Design and Technology that have helped shape the world.

Foundation Stage – In our Reception classes the children are given the opportunity to find out about the world they live in and the role D&T plays within it through a number of ways.

- Asking questions about how things work
- Learning about a variety of customs and cultures
- Investigating and using a number of construction kits, materials, tools and products.
- Developing making skills.

This wide range of Design and Technology experiences the children encounter in the Foundation Stage provides a good basis for future learning in Design and Technology in Key Stages 1 and 2.

DT projects for KS1 and KS2

YEAR 1:

- Perfect Pizzas
- Nature Sculptures
- Moving Pictures

YEAR 2:

- Our Fabric Faces
- Fabricate
- Pirate Paddy's Lunch Box

YEAR 3:

- Let's Go Fly A Kite
- Insects
- Storybooks

YEAR 4:

- Battery Operated Lights
- American Food
- Wildlife Birds

YEAR 5:

- Building Bridges
- Fashion and Textiles
- Plants and Flowers

YEAR 6:

- The Seaside
- Automata Animals
- Global Food

[Curriculum Links](#)

DT has many links to other areas of the curriculum including:

- English – planning and evaluating a group product, reporting on work carried out and writing instructions for the steps they took.
- Maths – measuring and weighing accurately.
- ICT – using as a tool for product advertising, research, data handling, and to develop word processing skills.
- Science - healthy eating and properties of materials.
- Art and Design – planning how to use materials to make a final product and finishing techniques.
- History - learning about the history of products and materials.

Health and Safety

Creating a safe working environment for students and teachers is vital and safe practices are understood and encouraged from the earliest stage. All areas must be under the direct vision of the teacher and there should be enough space for each child to work comfortably. Teachers should be aware of any physical limitations which a pupil may suffer (e.g. height, eyesight or hearing) and make suitable arrangements. The safety of the children is the responsibility of the class teacher. All staff must complete a risk assessment on materials being used/lessons being taught. All staff take part in Health and Safety meetings and are aware of how risk assessing is carried out and the school's policy on this.

Food

When working with food teachers should make sure all cooking utensils and work areas are kept meticulously clean. Children should learn simple personal hygiene and food preparation rules. All primary teachers, Teaching assistants and EYFS staff have completed the Food Safety Training to better understand food safety.

Tools

Tools that present a safety hazard such as a glue gun or craft knife need to be secured away from general tools. Children should be trained and provided modelling from an early age to use tools safely and correctly. Teachers carry out risk assessments of the area and tools prior to and during lessons.

Equal Opportunities

At Date Palm Primary School we are committed to providing a teaching and learning environment that allows all children to thrive and reach their potential. All teachers provide suitable learning opportunities for children, recognising that many children have individual needs and ensuring these needs are catered for in Design and Technology lessons. This includes providing adult support and appropriate equipment and materials to enable all children to access the Design and Technology curriculum. Teachers are aware of children who have a particular talent for Design and technology and aim to provide additional challenges for these children where appropriate.

Assessment

Children's progress in Design and Technology is monitored throughout the year and reported on to parents in end of year reports. A whole school monitoring and recording system is in place for teachers to use to assess children's progress in Design and Technology each year. Annual scrutinies will be carried out by the DT coordinator to ensure children are making progress.

Role of the Subject Co-Ordinator

- To lead the development of Design and Technology in the school
- To provide guidance on the teaching and learning of design and Technology in school
- Order, organise and maintain Design and Technology resources
- Monitor the development of the Design and Technology curriculum and give guidance on assessment, recording and reporting
- Keep up to date with local and national developments in Design and Technology.