Whinmoor St Paul's C of E Primary School

Design Technology Guidance Document

Intent

At Whinmoor St Paul's Primary, we believe in developing pupils to become creative, risk-taking individuals, allowing them opportunity to understand risk and explore their ideas by providing them with a range of stimulating purposeful projects. Through inspiring creative and practical activities, pupils are taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. The process starts with design knowledge and design brief, before pupils create their project, followed by evaluating their own project. Teaching staff use the learning journey in DT, as in every other, focussing on the various steps and skills needed before achieving a final outcome.

Curriculum Content Provision for Design Technology:

The national curriculum for design and technology aims to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high quality prototypes and products for a wide range of users.
- critique, evaluate and test their ideas and products and the work of others.
- understand and apply the principles of nutrition and learn how to cook.

Planning:

Class teachers are responsible for the planning and delivery of Design Technology lessons. This is taught once a term, alternating with Art. Teachers can use Twinkl and Planbee schemes to guide them with their planning. The Design Technology lead has given LTP to teachers as well as a progression plan of the skills to be taught. We intend for pupils to become familiar with the process of experimentation and skills development. Pupils understand what a quality end product will look like through exposure to, and analysis of, a 'WAGOLL' provided by the teacher. Evidence is recorded in a folder under heading from the NC: Knowledge, Design, Make, Evaluate.

Monitoring:

Design Technology is monitored continuously and recorded on Target Tracker twice a year, as in accordance with non-core subjects at WSP. The Subject Leader will observe lessons through regular drop ins across the school to ascertain the depth of the children's learning. Regular scrutiny of folders is completed to assess

progression through the school and within the individual's own learning journey. Pupil voice is also recorded regularly, so teachers are able to adapt planning and take on board children's comments and their own learning journey throughout the school. At WSP, children have access to a range of extra-curricular clubs which allow them to develop their skills in Design Technology, in particular healthy eating and cooking.

Staff Training:

- The Design Technology Leader will have access to specific training to support and develop their role.
- All staff will be encouraged to develop their CPD in-house through observing good teaching and CPD available, to support their teaching.
- Staff meetings are held with a focus on Design and Technology by the subject leader showing any new developments and new techniques to support teaching and the learning journey.
- In house CPD sessions are booked, when available to show good techniques and modelling of cooking units.

Strategies to support children with SEN:

In Design Technology, we use a number of evidence-based strategies to support children with SEN. Strategies include:

- Support for SEN children with learning vocabulary; this may include flash cards or picture prompts.
- Videos to introduce new concepts and vocabulary learning.
- Visual aids and concrete examples will be used to support learning.
- Tasks may be 'chunked' into smaller steps.
- Vocabulary prompts may be used to support sentence work.
- Depending on ability, children with SEN may be asked to evaluate their own progress and discuss what they can do to move their learning forward.

- Temporary groups may be established to support learning a particular concept.
- Pre-teaching and support with new vocabulary may be used.

Impact

Through monitoring of the subject, the subject leader should be confident in leading the subject and assisting staff when needed. The monitoring cycle in Design Technology should allow the opportunity for staff to receive and act upon feedback given through staff meetings or staff training. Through implementing the key steps identified in the Action Plan, Design Technology should be taught to a high-quality and pupils should be confident in talking freely about the subject. Design Technology should be taught each term, focusing on developing skills in the specific strand of Design Technology. Pupils should be able to discuss how their learning links to prior learning.

In ensuring that the points made in the 'Implementation' section of the policy are followed rigorously, pupils' enjoyment, and therefore attainment in the subject will be of a high standard. This will be monitored by the subject leader.