

# Thomlinson Junior School



**'LEARNING THROUGH EXPERIENCE AND ADVENTURE'**

## **Design and Technology Policy 2023/2024**

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# **1. Statement of Intent**

## **Curriculum Intent**

Our well designed, ambitious curriculum places our pupils at its centre and we aim to deliver a curriculum that truly meets the needs of our children. All children have access to a rich, broad, exciting and balanced curriculum which enables each individual to develop emotionally, socially and intellectually.

We aim to offer a primary curriculum that not only inspires learning but develops skills, knowledge and understanding to successfully equip children for later life. At Thomlinson Junior School our school vision and values permeate all areas of school life and underpin all learning. Along with striving for high academic standards, we place great emphasis on inclusion and the nurturing of well-rounded children. Our curriculum is crammed with opportunities to promote pupils' personal development to ensure we have happy children who are ready to engage and access learning.

## **Curriculum Implementation**

At the heart of our curriculum are our core subjects of English, Maths, Science and PSHE. We also truly value our wider curriculum, covering all other National Curriculum subjects. Progression of knowledge, skills and understanding is carefully planned, reviewed and adapted to ensure that children's learning builds effectively as they move through the school. Learning across the curriculum is sequential and each subject area has a clear rationale behind its design.

We are fully committed to providing our children with a wide and rich range of learning experiences beyond the classroom. Our classroom learning is routinely enhanced by interesting and exciting experiences including field studies, visits, workshops, trips and a range of residential locally and nationally!

At Thomlinson Junior School we are proud of the reputation of our inclusive school environment. Teachers and Teaching Assistants set high expectations for every pupil, responding to pupils' needs and overcoming potential barriers for individuals and groups of pupils. Lessons are planned to ensure that there

are no barriers to every pupil achieving. Where necessary, pupils have access to specialist equipment and different approaches. Teachers plan lessons so that all pupils can access the full curriculum.

### **Curriculum Impact**

It is important to us that our children achieve excellence not only in the core subjects, but in every curriculum subject. We have lots of ways of measuring and celebrating success across the curriculum, as well as ensuring that children know what they need to do to progress.

We ensure that we maintain a broad and balanced curriculum in the following ways:

- Experienced Subject Leaders for every subject.
- Every subject included in our School Development Plan and Monitoring Schedule - meaning that standards and attainment in every subject are always being checked and improved.
- Accountability to Governance for every subject - all subjects have a nominated governor, who leaders update regularly. It's the job of the governors to ask us challenging questions about how to make our school even better!
- Termly Pupil Progress Meetings.
- Communication with parents about all strands of the curriculum.
- To ultimately learn through experiences and adventures.

## **2. Design and Technology at Thomlinson Junior School**

This policy sets out Thomlinson Junior School's aims and strategies for the successful delivery of Design and Technology. This policy should be read in conjunction with other relevant school policies such as the Safeguarding, Equal Opportunities, Curriculum, Finance, Teaching & Learning, SEND and Assessment policies. The policy has been developed by the Design Technology Leader (Mrs Easdon) in consultation with the SENCO, Leadership Team and teachers. Guidance from consultants and pupil, parent and staff voice questionnaires have shaped and will continue to help shape this policy. This

policy is based on government recommended/statutory programmes of study. This policy is reviewed, at minimum, at the start of every academic cycle.

### **3. Teaching and Learning**

Thomlinson Junior School believes that every child should have the right to a curriculum that champions excellence; supporting pupils in achieving to the very best of their abilities. We understand that Design and Technology is an important part of the fabric of real life, and as such, has immense value as part of the whole school curriculum and the day-to-day life of our school. The Design and Technology curriculum draws on other subject areas including, but not limited to; mathematics, science, computing and art.

Design and Technology education at Thomlinson Junior School considers six topic areas with the four strands of 'Design', 'Make', 'Evaluate' and 'Technical Knowledge' running through those areas to give a broad and comprehensive experience.

Designing and making at Thomlinson Junior School has a context and a purpose: '**Something for Somebody for Some purpose**' and we aim to encourage our pupils to:

- Be curious about existing products and designs, evaluating them critically and rigorously;
- Approach finding solutions to real life Design and Technological problems with enthusiasm and ambition;
- Be creative, innovative and aspirational in their designs;
- Build on their existing knowledge, understanding and practical, technical and digital skills;
- Develop and hone their skills to critically evaluate their own design and product against design criteria, including effectiveness as a solution;
- Instil a love of Design and Technology, a recognition of its importance in everyday life and its place in their own life in the future.

## **4. Inclusion**

At Thomlinson Junior School, we aim to enable all children to achieve to their full potential. This includes children of all abilities, social and cultural backgrounds, those with disabilities, EAL speakers and SEN statement and non-statemented.

All pupils are entitled to access the Design and Technology curriculum at a level appropriate to their needs. To ensure inclusion, teachers use a range of strategies in line with the school's Special Educational Needs and Disability Policy. Teaching and tasks, including independent tasks, are well adapted to ensure full accessibility, as well as to provide appropriate challenge to different groups of learners. The school makes full use of additional adults who are deployed effectively to ensure that all children have access to and make progress in an exciting and engaging Design and Technology curriculum.

## **5. Legal Framework**

This policy has due regard to statutory guidance including, but not limited to, the following:

- DfE (2013) 'National curriculum in England: Design and Technology programme of study'

## **6. Roles and Responsibilities**

### **Head Teacher**

- Monitoring the implementation of the Design and Technology Policy and its associated policies such as the Safeguarding and SEND Policies.
- Ratifying (in conjunction with the Governing Body) the Design and Technology policy, Safeguarding policy and Design and Technology Leader's Action Plan.
- Approving CPD and training which is in line with the whole school's strategic plan.
- Approving budget bids and setting them.

- Creating in conjunction with the Design and Technology, a long-term vision for Design and Technology which includes forecasted expenditure and resources.
- Monitoring the performance of the Design and Technology Leader in respect to their specific job role description for Design and Technology.
- Ensuring any government legislation is being met.

### **Design and Technology Leader**

- Raising the profile of Design and Technology for all stakeholders.
- Monitoring the standards of Design and Technology and feeding back to staff in a timely fashion so they can act on areas for development.
- Ensuring assessment systems are in place for Design and Technology.
- Maintaining overall consistency in standards of Design and Technology across the school.
- Reporting on Design and Technology at specific times of the year to the Governing Body/Head/Staff.
- Auditing the needs of the staff in terms of training/CPD.
- Actively supporting staff with their day-to-day practice.
- Seeking out opportunities to inspire staff in developing their practice through modelling and sharing new ideas, approaches and initiatives.
- Attending training and keeping abreast with the latest Design and Technology initiatives.
- Creating Action Plans for Design and Technology and supporting a long-term vision which feeds into the whole school development plan.
- Keeping an up-to-date log of all resources available to staff.
- Procuring physical and online resources that demonstrate best value.
- Reviewing the Design and Technology curriculum and developing it as needed.

## **7. Curriculum**

As a school, we have chosen the Kapow Primary Scheme of Work from Year 3 to Year 6. The scheme of work supports our teachers in delivering exciting and engaging lessons which help to raise standards and allow all pupils to achieve to their full potential. The plan Thomlinson Junior School has adopted is the

combined Design and Technology and Art and Technology programme. The units have been chosen to ensure gradual progression towards the National Curriculum end of key stage targets and coverage of all four of the strands which run through the plan. In this way it provides flexibility, strong cross-curricular links and is compatible with our own assessment procedures.

## **Key Stage 2 Outcomes**

Develop and build on knowledge and skills in order to:

- Research and develop design criteria to create products;
- Generate, develop, model and communicate ideas through a variety of mediums;
- Select and use a range of tools and equipment to perform practical tasks;
- Select and use a range of materials and components taking into account the appropriateness of their properties and aesthetic qualities;
- Analyse a range of existing products;
- Evaluate their own products against design criteria including improvement points;
- Evaluate the impact of key events and individuals in Design and Technology;
- Understand and apply their knowledge of structures, mechanical systems and electrical systems;
- Apply their understanding of computing into their products
- Understand and apply the principles of a healthy diet, using a range of cooking techniques to prepare and cook a variety of foods;
- Understand food sourcing, seasonality and processing.

## **8. Feedback and assessment**

- Pupils are given verbal feedback throughout the whole Design and Technology process from evaluation of existing products through to critical evaluation of own product and improvement suggestions;

- Pupils reflect and self-evaluate their own work: individually and peer assessment, including the Design and Technological process and final product;
- Formative assessment is undertaken each session;
- Summative assessment is undertaken at the end of each unit;
- Pupil attainment of knowledge, understanding and skills is assessed using the Essentials Curriculum assessment programme. Teachers use their professional judgement, based on what they have seen in the classroom and evidence from work the children have produced, to judge whether each child is at an emerging, expected or exceeding level within that programme. This can then be used to inform future planning.

## **9. Resources**

- All resources are procured with the underlining considerations of value: The extent at which the resource impacts on learning and the material cost of this.
- A range of resources is available which successfully supports delivering the Design and Technology curriculum and enables all learners to reach their full potential.
- Resources are suitably maintained and replenished when needed, which is overseen by the Design and Technology Leader (Mrs Easdon).
- The Design and Technology Leader (Mrs Easdon) keeps up to date with the latest Design and Technology resources and will make informed decisions about possible procurement of them through their own research.
- Suggestions for getting the very best out of the resources are made available to teaching and support staff by the Design and Technology Leader (Mrs Easdon)
- The Design and Technology Action Plan, where and when appropriate, details foreseen future resource procurement which is shared with senior leaders before the budget setting period.

## **10. Monitoring and Evaluation**

Monitoring standards of teaching and learning within Design and Technology is the primary responsibility of the Design and Technology Leader. All pupils will have Design and Technology work books to record the Design and Technology process for the units covered each year.

Monitoring will be achieved through:

- Work scrutiny.
- Learning walks.
- Observations.
- Pupil voice.
- Teacher voice.
- Reflective teacher feedback.
- Learning environment monitoring.
- Dedicated Design and Technology Leader time.

Evaluation and Feedback will be achieved through:

- Dedicated Design and Technology Leader time.
- Using recognised standards documentation for end-of-year expectations: Essentials Curriculum.
- Written feedback on evaluation of monitoring activities to be provided by the Design and Technology Leader in a timely manner.
- Feedback on whole school areas of development in regard to Design and Technology to be fed back through insets/staff meetings.

## **11. Health and Safety**

Thomlinson Junior School takes all necessary measures to ensure both staff and pupils are aware of the importance of health and safety, in relation to themselves, others and their environment.

Both staff and pupils are trained to safely handle and store a range of:

- mechanical and electrical tools, including cutting, boring and bonding;
- fixings and decorative materials, including adhesives, pins and fixings, paint, varnishes and other finishes;

- materials and resources with reference to their properties; including textiles, sandpaper, plastics and corrugated materials;
- electrical equipment; including, in addition to the above: cooking appliances and electrical circuit components;
- Pupils are reminded each time regarding the safe use of and storage of the materials, tools and equipment used at any one time, including about the dangers of electricity and the danger signs to look out for.

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Next review: September 2024