



Design & Technology policy

Autumn 2022-23

Intent

At Outwood primary school, the children will learn to think creatively to solve problems both as individuals and as members of a team. The children are also given opportunities to reflect upon and evaluate past and present design technology, its uses and its effectiveness and are encouraged to become innovators, linked with the school's acorn values.

Implementation

Our DT Policy follows The National Curriculum 2014.

At Outwood primary, emerging skills in D&T are weaved into daily tasks in the Early Years where pupils have daily opportunities of cutting, joining and creating a range of projects. These skills are built on in wholly creative ways across Key Stage One where regular opportunities are found to teach the subject. Here you will find baking, cooking, sewing, vehicles and woodwork to name a few examples. D&T becomes more technical across Key Stage 2 with the use of more challenging textile projects, designing and creating food to set criteria.

At Outwood, we use our Design Technology progression knowledge and skills documents to create long term curriculum maps that make meaningful links to other subjects in order to deepen learning and understanding. From these maps, teachers create medium term plans with a clear sequence of lessons that leads to a final piece. Individual lessons will have clear learning intentions based on knowledge and underpinned with skills. Lessons may use chilli challenges where appropriate. Lessons will incorporate key questions, differentiation, specific vocabulary and expected outcomes. All children are included in lessons whatever their needs and preferred style of learning. The children complete work in a science book. The subject leader will monitor plans, books and lessons termly.

Impact

Each teacher has an assessment folder used to assess the acquisition of the D & T knowledge and skills. This is monitored by the science subject leader. The children will complete a composite piece of work that will be celebrated in school and with parents.



Monitoring and review

It is the responsibility of the subject leader to monitor the standards of children's work and the quality of teaching in science. The subject leader is also responsible for supporting colleagues in their teaching, for being informed about current developments in the subject, and for providing a strategic lead and direction for science in the school. The subject leader has an action plan and strategic discussion tool that gives the Head teacher clear information on the progress of D&T in school.

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