



**DT**

# **Design and Technology POLICY**

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|-----------------------------|-----------|-----------------------------|-----------|------|
| Policy Date:                | June 2023 | Version:                    |           |      |
| Policy Review Date:         | June 2025 | Mrs R Dulieu (Head teacher) | Signature | Date |
| Ratified by Governing Body: |           |                             |           |      |
| Name:                       |           | Signature                   | Date      |      |

## 1. Curriculum Intent – Design and Technology Curriculum Intent:

*“Creativity is intelligence having fun” – Albert Einstein*

At Barley Croft we aim to deliver DT as an inspiring, practical, progressive subject that stimulates our children’s imagination. We build on new skills that engage them in a practical hands-on experience in a progressive and systematic way which allows them to make links to their learning. We aim to teach it in a way that creates an aspirational and stimulating environment where children can showcase their learning innovatively to a range of audiences. We also aim to provide children the opportunities to self-reflect by evaluating their designs and ideas and how to improve them.

The DT Curriculum supports the whole school curriculum intent by delivering a curriculum that:

- Provide children with opportunities for self-reflection both in and out of the classroom.
- Build new skills and knowledge in a progressive and systematic way which allows children to link their learning.
- Teach in a way that allows children to understand the purpose of their learning both now and in their future pathway through life.
- Know that all members of the school family are unique and valued.
- Create an aspirational and stimulating environment throughout the school, where children are challenged to better themselves.
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- Enrich children’s education through trips, visitors and new experiences.
- Provide opportunities for children to develop their oracy skills throughout the curriculum.
- Foster an inclusive environment where all children’s needs are met.
- Develop children’s mental health and wellbeing through raising self-esteem and valuing their contributions.
- Teach children to celebrate their own and others’ cultural similarities and differences.
- Showcase children’s learning innovatively to a range of audiences.

## 2. Organisation and planning - Implementation of the Design and Technology Curriculum

DT is delivered through our REAL project approach. REAL projects are the means by which we bring the National Curriculum and Barley Croft curriculum alive. It stands for ‘Rigorous, Engaging, Authentic Learning’ and we place importance on each of those elements in order to run a successful curriculum project. Each project culminates in a final product or event which showcases their learning. Children can talk about what art skills they have learnt within the project and how these have been used in the final outcome. All skills are taught progressively during a two-year cycle and this is monitored at regular intervals throughout the year. Children are taught the knowledge and skills they need as part of REAL project lessons. It is made explicit to the children what they are learning. This builds on their previous knowledge and skills and how this contributes to the project. Children are assessed throughout the project using a range of methods and this is captured at two points in the year.

The knowledge and skills progression map for Design and Technology (Appendix A) is organised to ensure it is delivered in the manner it is intended and demonstrates that it considers:

- That the curriculum approach is creative, broad and makes links to other subjects.
- How the skills and knowledge are designed, delivered and sequenced, considering the planning of Design and Technology, through the use of the Knowledge Organisers.
- That the children have access to high quality resources and tools to enable effective curriculum delivery.

### 3. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage 2020 – Early Adopters - framework](#).

### 4. Roles and responsibilities

#### 4.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the head teacher to account for its implementation. The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals.

#### 4.2 Head teacher

The head teacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board

- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

### 4.3 Subject Leaders

Subject Leaders will ensure that their curriculum subject is implemented in accordance with this policy.

## 5. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

## 6. Subject Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Governors monitor whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through planned Governor Visits, reading the end of year subject SEFs and Subject Action Plans and looking at subject data and outcomes.
- Subject Leaders monitor the way their subject is taught throughout the school by: planning scrutiny – looking at Knowledge Organisers – considering the coverage, taught knowledge, skills & vocabulary. Learning walks – which monitor the quality of teaching, ensuring this reflects

the intent for the subject. The monitoring of work and outcomes – looking at the impact evidence - through the work in books, on display, and in scrapbooks, etc. Staff & pupil interviews to get the teachers and children's opinions, which support measuring the impact.

- Subject Leaders also have responsibility for monitoring the way in which resources are stored and managed and are responsible for the ordering of new resources and managing the associated budget.
- The Head Teacher and the Subject Leader will review this policy every two years.

## 7. Links with other policies

This policy links to the following policies and procedures: The Teaching and Learning Handbook.

Appendix A = Progression & Skills Map for Design and Technology–

[bc-dt-progression-skills-map22.23.pdf](#)