ACE Learning



Design Technology Policy

Date of Ratification	**Spring 2023**
Date for Review	**Spring 2026**

Intent
At ACE Learning, we believe that within Design Technology, children should be able to:

- develop capability in the skills, processes, knowledge and understanding involved in designing and making;
- develop a critical awareness about the 'made world' and the recognition that pupils can bring about change to develop a sense of enjoyment and pride in pupils' ability to design and make;
- develop a range of skills related to decision-making and management.

Objectives
- To provide opportunities for pupils to combine designing and making skills with knowledge and understanding in order to design and make products.
- To develop a repertoire of specific skills, knowledge and understanding useful to designing and making.
- To encourage pupils to study existing products in order to develop design and technological skills, knowledge and understanding.
- To develop an understanding of how designers work to meet people's needs and values through evaluating existing products.
- To evaluate their own, each other's and other people's work, past and present.
- To develop a range of skills related to decision-making and management.
- To provide opportunities for children to work independently and in teams.
- To help children to work within constraints, eg time, materials, space, equipment, ability, health and safety.

Curriculum Progression
The knowledge and skills ladders for DT clearly outlines how learning progresses. Learning is carefully sequenced to ensure the main objectives within each Key Stage are met, including the EYFS. These are delivered through the following component strands:
- Design
- Making
- Evaluating

Vocabulary development
Vocabulary has been deliberately structured so that each year group builds on previous learning. The skills vocabulary grid outlines progression between the EYFS and year six. Theme overviews contain vocabulary linked to subject knowledge.

Approaches to Teaching and Learning
Teachers utilise a variety of teaching approaches, including the Mantle of the Expert approach to learning where appropriate, to increase pupil engagement and provide stimulation through meaningful learning scenarios. Links are made to all subject areas where possible within each theme. These links are tracked closely so that over the course of both cycles in each learning stage, children are acquiring the skills that are appropriate for their year group.
The following organisational and pedagogical strategies should also be adopted, where appropriate:

Managing	Motivating	Instructing	Questioning
Co-ordinating	Responding	Sharing	Supporting

These teaching strategies will enable children to:
· develop skills and knowledge of tools and materials and ICT applications
· explore and develop their ideas and the ideas of others
· work individually, with the support of a group, or in a class situation
· apply skills and knowledge (especially of science and mathematics) to a practical situation
· evaluate their own and other people's work in a constructive way
· be reflective about their work

Resources
Equipment and materials have been organised in the central store such as tools, construction kits, consumable materials, books and other resource materials. This will be maintained by the Curriculum Team.

Health and Safety
It is important that pupils are taught essential life skills to enable them to participate confidently and safely in designing and making in society. Teachers have a duty to introduce pupils to a wide variety of production processes and the correct tools for the task.
When designing, pupils must consider health and safety issues and consequences and operate in a safe and hygienic manner. The Design and Technology Curriculum Team will support teachers and leaders to undertake a risk assessment of activities and plan INSET to support teachers in teaching the skills necessary, ensuring that pupils can design and make safely.

Assessment
At least once a year, summative assessments will be made; teachers will report on how well children are working against their year group's objectives for DT.

Opportunities for assessment will be identified when planning and children will receive ongoing teacher assessment. Photographic evidence will also be kept as a valuable record of the process of designing and finishing products. A statement of the child's progress and achievement in Design and Technology will form part of the annual report to parents.

Monitoring Impact
Monitoring of teaching and learning is a process that is essential to gauge quality of teaching to ascertain progress children/groups are making and to identify areas for improvement for individual teachers, year groups, key stages or specific subjects. It is also an opportunity to celebrate the strengths and successes of teachers and their pupils.

Pupils: The DT leader will monitor a sample of work at set points throughout the year. For example, by looking at evidence in books, classrooms and via pupil voice during lesson observation. Teacher judgements will also be analysed.

Staff: Clear verbal and written feedback will be provided to teaching staff that are observed and targets set accordingly to identify next steps in their continuing professional development.

The implementation and impact of Design Technology will be recorded by the subject leader and reviewed regularly.