



Love, Care, Share...

Love learning as friends; Care for our community as neighbours; Share our faith in Jesus as disciples.

How does Design and Technology support our vision, mission, values and aims?	In line with our Mission Statement, Our aim is that our Design and Technology curriculum equips our children with the knowledge and understanding to be active participants in a rapidly changing world. We hope that through developing creative thinking, our children will acquire the skills needed to make positive changes to society for the good of all, so that they can '<i>care for our community as neighbours</i>'. Our curricular provision encourages children to become autonomous and creative problem-solvers, both as individuals and as part of a team. It enables them to identify needs and opportunities and to respond by developing ideas and eventually making products and systems.
What are the National Curriculum requirements for Design & Technology?	The National Curriculum for Design 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
How is design and technology taught?	Teachers ensure that the children apply their knowledge and understanding when developing ideas, planning and making products, and then evaluating them. We do this through a mixture of whole-class teaching and individual or group activities. Within lessons, we give children the opportunity both to work on their own and to collaborate with others, listening to other children's ideas and treating these with respect. Children critically evaluate existing products, their own work and that of others. Designing – Understanding contexts, users and purposes Designing - Generating, developing, modelling and communicating ideas Making – Planning Making – Practical skills and techniques Technical knowledge – Making products work Evaluating – Own ideas and products Evaluating – Existing products



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	Cooking and nutrition – Where food comes from Cooking and nutrition – Food preparation, cooking and nutrition Technical knowledge – Making products work Remote Learning: In the event of a school closure, remote learning will be provided via the Seesaw platform. Wherever possible, remote education will align as closely as possible with our in-school provision, providing breadth, balance and progression. In Design Technology, the following resources will be used to deliver the curriculum: • Plan Bee • Oak Academy The following approaches may be utilised: • Pre-recorded teaching input videos • Written tasks, including Power Points; written explanations • Zoom calls for live discussion / input • Practical / creative activities The school recognises that some adaptations may have to be made to address the additional challenges of children having to work at home. In Design Technology, activities will be chosen to ensure they are accessible for all students and resources are made available. (See also Remote Learning Policy)
How is SMSC developed through Design Technology?	<u>Spiritual</u> – Explore creativity through design <u>Moral</u> – Encourage respect for others and their work. <u>Social</u> – Promote a sense of community <u>Cultural</u> - Appreciate how culture influences design



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How is Design Technology assessed?	Design Technology will be assessed against the School Design Technology Assessment Framework grid, which will be completed after each unit.
How is Design Technology monitored?	Design Technology is monitored at least once per term. This may take the form of discussions with pupils, scrutiny of work, gathering assessment data and evidence and observations as part of learning walks.
Cross – Curricular Links Extra Curricular Visits and Visitors	Topic links are made where appropriate. Key skills are taught to develop a good level of understanding and are then applied through class topics. Meaningful links have previously been made with English; Maths and Science. The following examples of visits and visitors enrich the DT curriculum: *BSTC – visits to support the 'mechanics' aspect of the curriculum * STEM for Girls Project, through the Ogden Trust
Report to Governors:	Termly through Head teacher's written report. Presenting to Governors: Spring 2027 Policy Review – September 2027