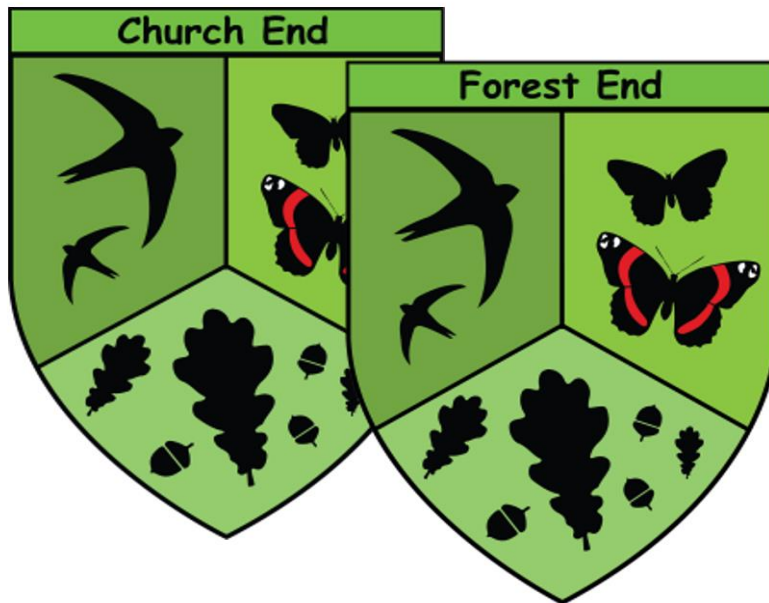


# MARSTON MORETEYNE VC SCHOOL



## DESIGN AND TECHNOLOGY POLICY

June 2022



## **Design and Technology Intent:**

At Marston Moreteyne School we believe that Design and Technology prepares children to deal with tomorrow's rapidly changing world. It encourages children to become independent, creative problem solvers and thinkers as individuals and part of a team.

It enables them to identify needs and opportunities and to respond to them by developing a range of ideas and by making products and systems. Through the teaching of Design and Technology, children at Marston Moreteyne School combine practical skills with an understanding of aesthetic, social and environmental issues, as well as functions and industry. This allows them to reflect on and evaluate past and present technology, its uses and impacts.

It should provide every child with the opportunity to:

- Be immersed in enjoyment, achievement and learning of Design Technology.
- Aspire to greatness in Design and Technology by developing mastery of the key subject skills.
- Allow children to flourish in their acquisition of design, knowledge and skills.
- Inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of craft and design.

## **Reception:**

During the EYFS pupils explore and use a variety of media and materials through a combination of child initiated and adult directed activities.

## **Key Stage One:**

Design should be rooted in real life, relevant contexts to give meaning to the learning. Planned through appropriate formats: drawing, templates, talking and mock-ups. Make: Children should be given a range of tools for their projects to choose from. They should use a wide range of materials and components; textiles, construction equipment and ingredients, evaluate existing products and their own products against design criteria.

## **Key Stage Two:**

Design: Rooted in real life, relevant contexts to give meaning to the learning. Researched designs based on functional, appealing products with purpose. Planned by appropriate methods; annotated sketches, cross-sectional diagrams, prototypes, pattern pieces and computer aided design. Make: Children can select from a wider range of tools than KS1. They should use from and select a wider range of materials and components; textiles, construction equipment and ingredients. Evaluate: Evaluations should be in comparison to existing products. Children should evaluate against design criteria. They should understand how key events and individuals have helped shape design and technology globally - products are in context!

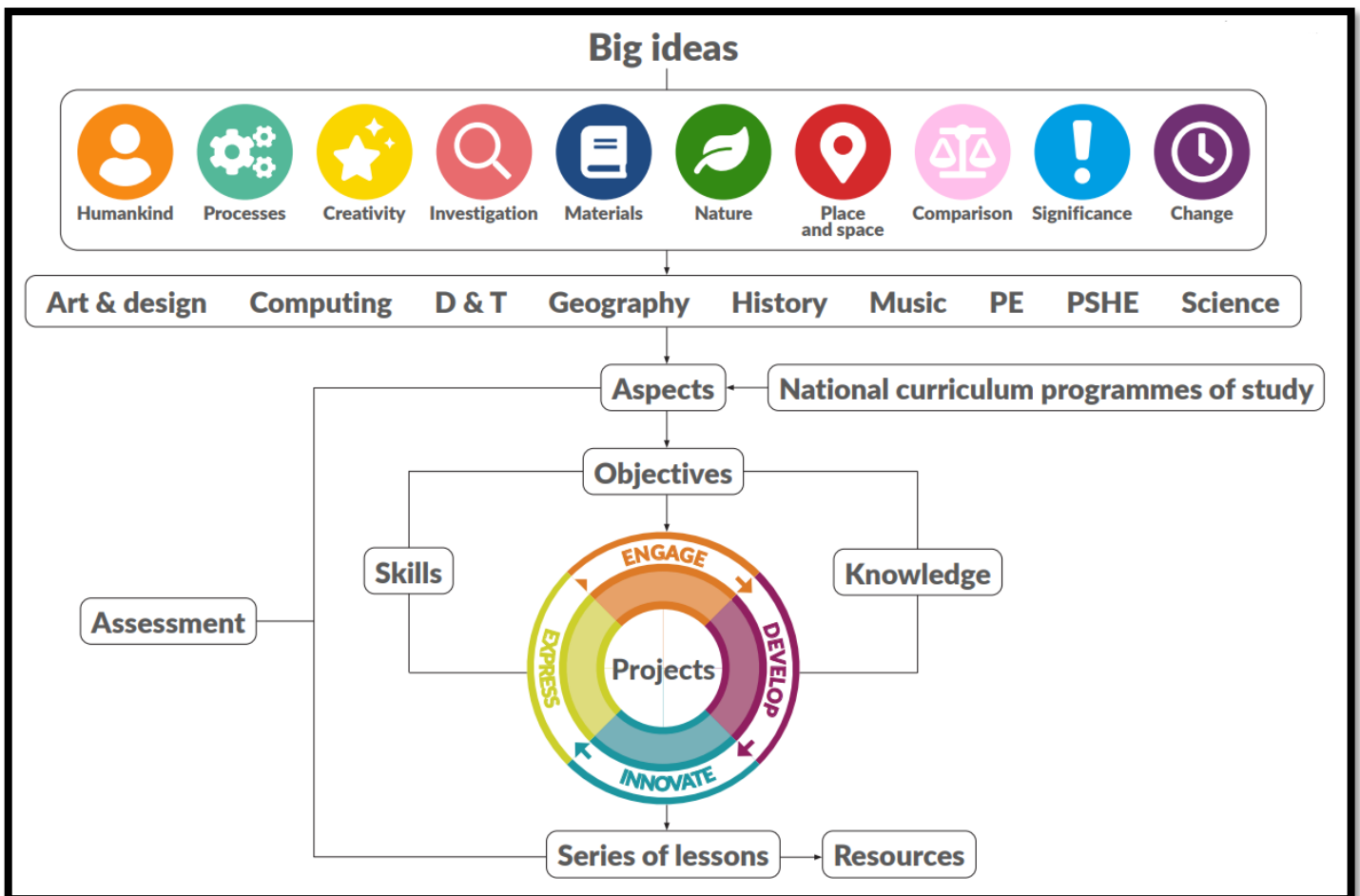
## Art and Design Implementation:

Our curriculum intent is achieved through a rich array which is inspired and developed by our Christian Vision. Our curriculum has depth in knowledge, skills and meaningful experiences.

**Our Big Ideas are symbolic of our desire to prosper and give hope for the future**

**Our Design Technology Curriculum focuses on the *eight* Big ideas:**

**Processes, Creativity, Investigation, Humankind, Nature, Materials, Comparison and Significance.**



## **Implementation of Design Technology:**

The teaching of Design Technology across the school follows the Cornerstones Curriculum from which teachers create well planned and resourced projects and experiences. All teaching of DT should follow the design, make and evaluate cycle. Each stage should be rooted in technical knowledge. Children design and make products that solve real and relevant problems within a variety of contexts. It is very cross-curricular and draws upon subject knowledge and skills within Mathematics, Science, History, Computing and Art.

Children learn to take risks, be reflective, innovative, enterprising and resilient. Through the evaluation of past and present technology they can reflect upon the impact of Design Technology on everyday life and the wider world. In addition, food technology is implemented across the school with children developing an understanding of where food comes from, the importance of a varied and healthy diet and how to prepare this.

## **Inclusion:**

As a school we ensure that our curriculum is engaging and accessible to all children in our school community to achieve and thrive. Teachers do so by using ongoing judgement, formative and termly summative assessment to set ambitious targets and plan challenging work for all groups of pupils, including:

- High Attaining pupils,
- Pupils with low prior attainment,
- Pupils from disadvantaged backgrounds,
- Pupils with SEND,
- Pupils with English as an additional language (EAL),
- Pupils with SEMH challenges.

All pupils, regardless of need and including all those of protected characteristics will have equality of access to the curriculum.

Further information can be found in our statement of equality and objectives, in our SEND policy and in individual subject policies.

## **Information and Communication Technology:**

We acknowledge that ICT enhances children's learning in Art and Design by:-

- Providing additional equipment and tools to help them produce and manipulate images and play with ideas and possibilities for the creative use of materials and processes.
- Extending the possibilities for recording, exploring and developing ideas for practical work using a range of ICT software and hardware.
- Making it possible for them to document the stages in the development of their ideas electronically, share this with others and review and develop their work further
- Providing a range of information sources to enhance their knowledge and understanding of the work of artists, craftspeople and designers.

## **Impact of Design Technology:**

Children in Foundation Stage are assessed within Expressive Arts and Design and their progress is tracked termly using the tracking system. Skills and knowledge are assessed each term against the objectives and reported in subject leader analysis reports.

The Creative Development Leadership group will monitor the delivery and planning of the Design Technology Curriculum to ensure planning and teaching matches the aims and purpose outlined in this policy in a suitably progressive way. They will take into account Pupil Voice in their understanding of the impact of the intent and implementation of delivering high quality Art and Design lessons.

**June 2022**