



## Southfields Primary School

### Design & Technology Policy

*Believe in yourself,  
Value others.  
Be proud of your achievement,  
Smile, shine be happy.*

**Date agreed: 2022**

**Date for review: 2024**

This policy, having been presented to, and agreed upon by the whole staff and Governors, will be available to:

- All Teaching Staff
- All Stakeholders

A copy of the policy will also be available in:

- On Staff Shared Drive
- On School Website

This will ensure that the policy is readily available to visiting teachers, support staff and parents.

Southfields Primary is totally committed to social justice and improving life chances for children who are potentially vulnerable. It is dedicated to sharing its work and findings beyond the school to improve outcomes for as many children as it can reach, and has a particular specialism in Speech and Language development.

## Southfields Vision, Aims and Curriculum Intent:

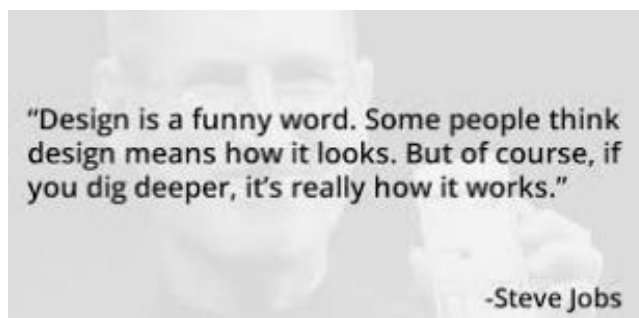
Our children are not statistics: they are the future. We will equip them with the skills and knowledge to shape their world and become happy, confident and productive members of society.

We are education explorers and will endeavour to:

- Ensure that all children receive a broad, balanced and 'first class' education.
- Create an interesting and stimulating environment, which reflects our values, promotes a sense of community and an individual sense of self-worth.
- Provide a differentiated curriculum which will enable all children, from the most able to those with special educational needs, to make excellent progress.
- To enable our children to develop life skills, for an everchanging world by continually evolving the curriculum.
- Promote social, cultural, moral and spiritual development, preparing children to be responsible citizens with British values.
- Encourage partnership with families and foster positive links with the community.
- Provide opportunities for children to develop independent enquiring minds and an enthusiasm for learning.
- Promote an understanding of the responsibility to sustain the local and global environment.
- To diminish the difference between pupil premium and disadvantaged children and their peers.
- To make links between social capital to become valued employees who contribute to the future

We believe the most effective way of achieving these aims is through the promotion of enquiry and curiosity, enthusiasm and challenge, sharing and learning together, the acceptance and embracing of differences, openness, respect and perseverance.

Our school aims to be an inclusive school where all children are welcome, feel happy and look forward to their school day. Every child is unique and we view those differences as opportunities for adults and children alike to learn more from each other.



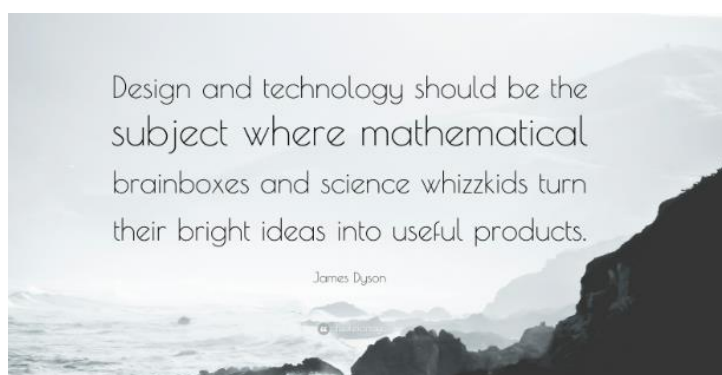
## DESIGN & TECHNOLOGY KEY PRINCIPLES

Teaching at Southfields Primary School is ‘Learning Centred’, meaning that each element of whole school and classroom practice is designed with an understanding of how children learn best at its heart.

We teach Design Technology through a variety of creative and practical activities. Pupils will be taught the knowledge, understanding and skills needed to engage in a frequent process of designing and making. We ensure that the planned activities our children undertake are challenging, motivating, relevant and enjoyable.

**At Southfields Primary School we believe children learn best when:**

1. Learning activities are well planned, ensuring progress in the short, medium and long term
2. Teaching and learning activities enthuse, engage and motivate children to learn, and foster their curiosity and enthusiasm for learning
3. Assessment informs teaching so that there is provision for support, overlearning as well child-initiated extensions to apply learning for each child, at various levels.
4. The learning environment is ordered, the atmosphere is purposeful and children feel safe
5. There are strong links between home and school, and the importance of parental involvement in their children’s learning is recognised, valued and developed



### **Intent:**

Southfields Primary school and the Kapow scheme of work we have adopted aims to inspire pupils to be innovative and creative thinkers who have an appreciation for the product design cycle through ideation, creation, and evaluation. We want pupils to develop the confidence to take risks, through drafting design concepts, modelling, and testing and to be reflective learners who evaluate their work and the work of others. Through our scheme of work, we aim to build an awareness of the impact of design and technology on our lives and encourage pupils to become resourceful, enterprising citizens who will have the skills to contribute to future design advancements. Effective planning and teaching supports pupils to meet the end of key stage attainment targets in the national curriculum.

## **Implementation:**

The Design and technology national curriculum outlines the three main stages of the design process: design, make and evaluate. Each stage of the design process is underpinned by technical knowledge which encompasses the contextual, historical, and technical understanding required for each strand. Cooking and nutrition has a separate section, with a focus on specific principles, skills and techniques in food, including where food comes from, diet and seasonality.

The National curriculum organises the Design and technology attainment targets under five subheadings or strands:

- Design
- Make
- Evaluate
- Technical knowledge
- Cooking and nutrition

Southfields' long term planning and coverage mapping has a clear progression of skills and knowledge within these five strands across each year group. Our National curriculum mapping shows which of our units cover each of the National curriculum attainment targets as well as each of the five strands. Our Progression of skills shows the skills that are taught within each year group and how these skills develop to ensure that attainment targets are securely met by the end of each key stage.

Throughout the units covered, children will respond to design briefs and scenarios that require consideration of the needs of others, developing their skills in six key areas:

- Mechanisms
- Structures
- Textiles
- Cooking and nutrition (Food)
- Electrical systems (KS2)
- Digital world (KS2)

Each of our key areas follows the design process (design, make and evaluate) and has a particular theme and focus from the technical knowledge or cooking and nutrition section of the curriculum.

The Kapow Primary scheme that we follow as a school is a spiral curriculum, with key areas revisited again and again with increasing complexity, allowing pupils to revisit and build on their previous learning. Lessons incorporate a range of teaching strategies from independent tasks, paired and group work including practical hands-on, computer-based and inventive tasks. This variety means that lessons are engaging and appeal to those with a variety of learning styles.

Scaffolded guidance is available for every lesson to ensure that lessons can be accessed by all pupils and opportunities to stretch pupils' learning are available when required. Knowledge organisers for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts and vocabulary.

### **Long Term Overviews**

Our long term plan combines both DT and Art in a long term overview. This allows for the subjects to be alternated through the term – focusing on one subject per each half term. This enables full immersion and coverage of both subjects and ensures time constraints do not result in missed learning.

## **Impact:**

The impact of our Design and Technology teaching is continually assessed through both formative and summative assessment opportunities. Each lesson plan includes guidance to support teachers in assessing pupils against the learning objectives. Furthermore, each unit has a unit quiz and knowledge catcher which can be used at the start and/ or end of the unit.

After the implementation of Kapow Primary Design and technology, pupils should leave school equipped with a range of skills to enable them to succeed in their secondary education and be innovative and resourceful members of society.

The expected impact is that children will:

- Understand the functional and aesthetic properties of a range of materials and resources.
- Understand how to use and combine tools to carry out different processes for shaping, decorating, and manufacturing products.
- Build and apply a repertoire of skills, knowledge and understanding to produce high quality, innovative outcomes, including models, prototypes, CAD, and products to fulfil the needs of users, clients, and scenarios.
- Understand and apply the principles of healthy eating, diets, and recipes, including key processes, food groups and cooking equipment.
- Have an appreciation for key individuals, inventions, and events in history and of today that impact our world.
- Recognise where our decisions can impact the wider world in terms of community, social and environmental issues.
- Self-evaluate and reflect on learning at different stages and identify areas to improve.
- Meet the end of key stage expectations outlined in the National curriculum for Design and technology.
- Meet the end of key stage expectations outlined in the National curriculum for Computing.

### **SMSC IN DESIGN & TECHNOLOGY:**

The teaching of Design & Technology at Southfields offers opportunities to support the social development of our children through the way we encourage them to work with each other in lessons. We allow children to work together, and give them the chance to discuss their ideas and feelings about their own work and the work of others. Through their collaborative and co-operative work across a range of activities and experiences in Design & Technology, the children develop respect for the abilities of other children and a better understanding of themselves. They also develop a respect for the environment, for their own health and safety and for that of others. They develop their cultural awareness and understanding, and they learn to appreciate the value of differences and similarities. A variety of experiences teaches them to appreciate that all people are equally important, and that the needs of individuals are not the same as the needs of groups.