



Design & Technology Policy

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Teaching and Learning in Design & Technology

Teaching and Learning Documentation

In order to communicate effectively each of our subject areas, key documentation is established by the Subject Leader and shared with all relevant teaching staff. This documentation includes: -

1. Subject Vision
2. Subject Policy
3. Unit of Study Overview (LTP)
4. Curriculum Planning

Together, this documentation collates the coverage and implementation of each of the Wider Curriculum Subject Areas.

Subject Leadership Documentation

In addition, Subject Leaders are required to monitor the effectiveness of their subject throughout each academic year. In order to do this with effect, the following documentation may contain:

1. Subject Audit - An audit of the subject is completed annually RAG rating the effectiveness of the subject, whilst informing key priorities moving forward.
2. Subject Action Plan - Supports the RAG rating from the Subject Audit.
3. Learning Enquiry - As part of our monitoring cycle, our Learning Enquiry approach ensures the monitoring of each subject area through scheduled book looks, learning walks, planning/ resource checks, pupil voice and staff voice.
4. From the steps above, all findings are collated, feedback is shared and next steps are actioned.

Delivery of Design and Technology

In Shotley Bridge Primary School, Design & Technology is taught every other half term by class teachers. This is blocked across a week and taught every afternoon during that week. We follow the condensed Design & Technology Scheme from Kapow which provides children with a range of skills and gives them opportunities to explore many areas of Design & Technology. With the exception of Early Years, our children all use exercise books to document their learning and creative journeys; where they have the opportunity to record, review and revisit their ideas.

Lesson Content

In support of foundational understanding of Design & Technology, key components of lessons have been established in conjunction with teaching proformas to support class teachers with consistent delivery lesson-by-lesson.

These key components include:

- New unit heading
- No date or Learning Intention recorded in books
- Key vocabulary - Relevant and focused vocabulary for the lesson are shared, discussed and defined with support of teachers encouraging clear and purposeful discussion throughout.

Performance and Learning Evidence

Evidence collation is key to support the learning process and the monitoring of Teaching and Learning by Subject Leaders and Senior Leaders. In order to evidence Design & Technology effectively, the following strategies have been implemented: -

- EYFS - Floor Books
- KS1 - Exercise Books
- KS2 - Exercise Books

Assessment

Throughout Design & Technology lessons, the Class Teacher uses sensitive and precise questioning to gauge children's conceptual knowledge, along with carefully considered open-ended questioning to encourage new ways of thinking and develop practical skills. Children are assessed regularly to ensure all children make progress and identify those children who have gaps in their learning, so that it is ensured that all children access the learning and keep up.

The Class Teacher assesses children's learning through retrieval within the lesson and special retrieval (lesson to lesson, year to year, Key Stage to Key Stage). Class Teachers use a range of

strategies, such as evidence in sketchbooks, questioning and observations to make judgements about the children and to plan for next steps.

At the end of the academic year, Class Teachers make a final judgement on whether the children are meeting age-related expectation or working below. Conversations about attainment take place during transition meetings and are communicated to parents in the end of year report.