Design Technology Policy

1	Summary	Design Technology				
2	Responsible person	Katie Lumb				
3	Accountable SLT member	Tracey Johnson				
4	Applies to	☐All staff ☒Support staff ☒Teaching staff				
5	Who has overseen development of this policy	Katie Lumb				
6	Who has been consulted and recommended policy for approval	Head of School				
7	Approved by and date	Caroline Knight September 2024				
8	Version number	3				
9	Available on	Every	☐Y ☒N	Trust website Academy website SharePoint	☐Y ☒N ☒Y ☐N ☒Y ☐N	
10	Related documents (if applicable)					
11	Disseminated to	☐Trustees/governors ☒All staff ☐Support staff ☐Teaching staff				
12	Date of implementation (when shared)	5/09/24				
13	Consulted with recognised trade unions	☐Y ☒N				

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1. Introduction

The purpose of this policy is to describe the intent and implementation of the design technology curriculum at Thorpepark Academy.

2. Implementation of the policy

The teaching of design technology is part of the broad and balanced curriculum offered to all pupils at Thorpepark Academy. All year groups from Year 1 to Year 6 follow the National Curriculum to ensure full and in-depth coverage of all the objectives. In addition to this, pupils at Thorpepark will have opportunities to design and create for a range of products and express their own ideas in a variety of ways whilst practicing and building on the fundamental skills.

Foundation stage pupils continuously access expressive design activities. Activities are designed using assessment steps from Development Matters and are planned to meet the needs and interests of all children.

3. Curriculum Implementation

Design technology is blocked into discrete sections of learning over 1 to 2 weeks to ensure that skills can be practiced and progression across the subject can be made. Although this does not need to restrict a cross curricular or creative approach to other subjects.

LTP planning is done with an overview of the whole school to ensure that there is a broad and balanced coverage of the design elements and skills. The National curriculum for KS1 is repeated in Year 1 and Year 2. The National Curriculum objectives for KS2 are spread across the Year groups.

The skill progression is in addition to the objectives to ensure that there is an even split between and knowledge based and skill-based curriculum. Pupils will have the opportunity to develop specific skills by building on what they can already do. These skills are classified as textiles, food technology, mechanisms and structures. Sticky

knowledge in design technology is focused around the knowledge of designers and their skills used to create a product.

Design technology curriculum planners are used for short term planning to organise the skills and knowledge for a successful design technology curriculum. They include National curriculum references, key vocabulary, sticky knowledge and skills from the current and previous year groups. All design projects have a real purpose with a relevant product at the end of each one.

Topic webs are shared with parents through the website, social media and hard copies. This is to ensure that parents can support the home learning partnership.

Design technology is an inclusive subject. All pupils are required to participate in design technology activities. All activities planned for are adapted to ensure that all pupils have access to the design technology learning objective and curriculum. SEND pupils are required to join in with design technology activities and planning, delivery and assessment will reflect this.

4. **Enhancing the curriculum with visits and visitors**
   Visits and visitors into school are an essential part of the enriched curriculum and should provide opportunities for cross curricular learning.

5. **Curriculum Impact**
   Pupils are assessed after each new unit of learning. This is tracked to inform planning on the next steps in learning. This is reported yearly on Insight and monitored by the subject coordinator.

   Pupil interviews, lesson visits and book look will demonstrate what knowledge the pupils can remember and the skills that they have. These monitoring and evaluations measures will quality assure the consistency of design technology across the school.

   Subject reports are completed termly and yearly to share data, training and information about the subject with the Head of School and Governors.

6. **Roles and Responsibilities including monitoring of standards**
   Senior leaders are responsible for ensuring time, resources and support is provided so leaders can carry out their role effectively.

   Subject leaders are responsible for the monitoring and evaluation of design technology across the school. This will include:
   - Supporting staff with planning and delivering design technology
   - Providing CPD opportunities either in house or through different services
   - Lesson visits and drop ins
   - Working with subject leaders across the trust to develop subject
   - Reporting to the Head of school and governors termly

   Class teachers are responsible to plan, prepare, deliver and assess design technology lessons which help build a repertoire of design skills. This will also include:

- Audit and orders of class resources are carried out regularly to ensure suitable resources are available for the activities to happen.
- Ensure all pupils are taking part in a variety of design technology lessons with a focus on skills progression
- Follow the school marking policy in design technology folders
- Ensure all pupils have in-depth knowledge of at least one significant designers and design skills by the end of the year

Governors are to be a link between school and the governing body, they will work closely with school leaders to hold staff to account and drive improvement.