



## Childwall Church of England Primary School – Design Technology Policy 2017



### Purpose and Aims

**Purpose:** To develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.

**Aims:**

- To develop the children's designing and making skills
- To teach children the knowledge, understanding and technical skills that will be required to complete the making of their products
- To teach children the safe and effective use of a range of tools, materials and components
- To develop children's creativity and innovation through designing and making
- To develop children's understanding of technological processes, their management and contribution to society

### Provision

The children will plan, design and make a range of products. The work in each year group ensures a balance of:

- Investigative, disassembly and evaluative activities
- Focused practical tasks
- Designing and making assignments
- Cooking and nutrition
- Use of information and communication technology

### Progression and Assessment

**Progression:** Our curriculum is designed in line with the National Curriculum for Design and Technology. To ensure progression, we use the Design and Technology Clickable Progression Framework for KS1 and KS2, (by the Design and Technology Association). See example in DT folder, (also shared in staff DT Inset on 14.11.17 and emailed to all staff on 14.11.17).

**Assessment:**

We assess pupils' knowledge, skills and understanding each term and use this as a forecast as to whether pupils are on track to meet our curriculum expectations for the end of the year. They are assessed as either working towards expected standard, working at expected standard or working at greater depth. It is expected that the vast majority of pupils will have expected standard attainment by the end of each year.

### Monitoring, Evaluation and Improvement

The subject leader monitors planning and samples of work in all year groups, on a termly basis. Findings are shared with staff and the SLT. The subject leader updates the Subject Development Plan, as appropriate. The subject leader also works with all teachers to produce termly attainment forecasts for each year group. In addition to this, the subject leader produces a subject leader's report.