

Rishton Methodist Primary School

Design Technology Policy 2024 - 2025



Our Christian Vision

As a Methodist school, our values lie at the heart of all we are and do. Within our caring Christian community, where all are welcome, everyone is encouraged to be the best that they can possibly be. We promote respect, compassion and resilience to prepare our children for the challenges of an ever-changing world and encourage our whole school community to 'Rise up...take courage and do it" (Ezra 10:4).

Agreed by Governing Board on 15/04/2025

Policy will be reviewed by January 2026

Created by Louise Thompson - Subject leader

POLICY PRINCIPLES

At Rishton Methodist, we want our children to think like designers and use their creativity and imagination to design and make products solving problems in a range of contexts and using a range of equipment. Children will draw on the disciplines of other subjects including mathematics, science, computing, and art and learn how to evaluate popular designers and existing products and use them as inspirations for their own designs. As a school we strive to create a space and climate within which spirituality can be nurtured and explored through our DT curriculum – creating a sense of connectedness, awe, and a deep sense of the world around them and their ability to positively impact it.

Through Design and Technology, we encourage the children to design, make and evaluate products for a purpose, using creativity and imagination. Children will have the opportunity to revisit their previous learning experiences supporting a greater retention of knowledge and skills. Our Design and Technology curriculum provides children with opportunities to develop their skills using a range of media and materials and gives them the opportunity to explore and evaluate different creative ideas. Children develop their knowledge of the styles and techniques used by a variety of designers, chefs, architects, engineers and craftspeople. We will our children to always look at other professionals to 'achieve more' (Jeremiah 17:7-8)

Curriculum Design and Delivery

The Design and Technology curriculum for years one to six is based around 5 areas which are revisited across school. These areas are:

- Textiles
- Structures
- Mechanisms
- Food
- Electrical systems

The children apply the skills of design, make, evaluate, and improve creating prototypes and exploring a range of materials and joining techniques across the units. The knowledge and skills of each unit builds on the children's previous learning, as they hone their skills and develop their understanding of more complex and intricate techniques.

Our children organise their knowledge, skills and understanding around the following learning hooks:

- Master practical skills
- Design, make, evaluate and improve

- Take inspiration from design throughout history

These key concepts underpin learning in each year group this enables children to reinforce and build upon prior learning, making connections and develop subject specific language.

Across Autumn Two and Summer One, 45 minutes is dedicated to the teaching of design technology per week across Key Stage One and Key Stage Two.

Assessment

Design technology will be assessed by the teacher based on the assessment criteria for the project they are completing. The teacher should assess how the child has performed throughout the entire design process and this information will then be recorded on Sonar.

As a result of these assessments, pupils' misconceptions or gaps in subject knowledge, skills, behaviours and attitudes are addressed and additional teaching and support is provided.

The children's work should be marked regularly according to the school's marking policy and throughout the design process. Any misconceptions should be addressed by the teacher and discussed with their class and spellings identified, in particular the key vocabulary for that unit.

Monitoring and Reporting

The subject leader will monitor the effectiveness of the Design and Technology curriculum through regular subject monitoring, which will include book looks and lesson walk throughs. These evaluations are quality assured by the Senior Leadership Team and Governors.

The effectiveness of Design and Technology is also monitored through informal pupil conversations throughout the course of the year.

The subject leader will give a report to the Head Teacher and Governors detailing progress and attainment within the subject, actions taken towards targets and whole school data.

In addition, parents will receive formal written feedback annually detailing their child's attainment in Geography.