



# GLEBE PRIMARY SCHOOL UNITED LEARNING ACADEMY

## Design & Technology [DT]Policy 2024-2025

**Updated: Autumn 2024**  
**New Review: Autumn 2025**

Approved by the Local Governing Board on 03.12.24

A handwritten signature in black ink, appearing to read 'J. Dempster', is positioned above the printed name.

Signed by: Mr. James Dempster  
Position: Chair of the Local Governing Body

## **Design and Technology Policy**

**Last updated: Autumn 2024**

### **Design and Technology at Glebe: Intent Statement**

At Glebe Primary School, we teach Design and Technology (DT) with the aim of nurturing the creative skills of our pupils, empowering them to design and create products that solve real-life problems. We place great importance on ensuring that our pupils understand the design process, from generating ideas to bringing them to life and evaluating their success. Our curriculum is built on enquiry-based topics that inspire our pupils to acquire new skills using materials, such as woodwork, sewing, and cooking to equip our children with essential life skills and develop their creativity and imagination. The Design and Technology (DT) curriculum at Glebe Primary School has been carefully crafted by our dedicated teaching staff. In our classrooms, you will witness the pursuit of big questions, the forging of real-life connections, the use of shared vocabulary, and an inclusive learning environment that caters to the needs of all our pupils. Our Review and Progress (RAP) quiz sessions deepen understanding, consolidate knowledge, and provide diverse enriching experiences.

### **How we teach Design and Technology (DT) at Glebe**

At Glebe Primary School, Design and Technology (DT) is structured to align with the national curriculum. It follows a 'big' enquiry question which leads to a deeper exploration of five specific areas of knowledge. These include:

Part 1: Zoom out change and continuity and RAP session: Introduction

Part 2: Zoom out what am I learning - Exploration and experimentation with different materials and methods

Part 3: Zoom in key aspect of topic and 2nd order concept / skill application- Designing and planning a solution to a problem or challenge

Part 4: Zoom in key aspect of topic - Creating and making the product or prototype

Part 5: Zoom in key aspect of topic Evaluation and reflection on the final – Also, Part 2 RAP add purple pen.

Key vocabulary is threaded through each part of the unit. This helps children with their substantive knowledge.

### **Design and Technology (DT) in the Early Years**

Early experiences in design and technology for our EYFS children involve asking questions about how things work and investigating and using different construction kits, materials, tools, and products. They also involve developing making skills and learning to safely handle tools and construction materials with increasing control. We introduce key vocabulary through various construction and making areas, where they can select materials independently and engage in making and evaluating their skills.

### **Design and Technology (DT) within KS1 and KS2**

In Key Stage 1, learning takes place through play and an understanding of the world around them, while in Key Stage 2, we build on the basic skills and knowledge to challenge creativity and develop

ideas and designs. Children work through a progressive curriculum on cooking, nutrition, mechanisms, structures, textiles, and electrical systems.

The Design and Technology curriculum ensures that all children:

- Develop the creative, technical, and practical expertise needed to perform everyday tasks confidently and participate successfully in an increasingly technological world.
- Have opportunities to explore and experiment with different materials, such as textiles, wood, and plastic. They also learn a range of techniques, including cutting, joining, and finishing.
- Build and apply a repertoire of knowledge, understanding, and skills to design and make high-quality prototypes and products for a wide range of users.
- Critique, evaluate, and test their ideas and products as well as the work of others.

### **Design and Technology (DT) modifications**

Considerable thought has been given to modifying DT lessons to facilitate access for all learners. Each lesson incorporates modifications to the design process and challenges that cater to every pupil. These modifications may encompass additional scaffolding or adapted resources to ensure that all students experience success in producing a final product. Furthermore, various resources such as display boards and word mats support vocabulary development. Fine and gross motor skills are reinforced through cutting, sticking, and paired projects. During feedback sessions, support is provided to SALT children by offering sentence scaffolding.

For more able pupils, teachers pose questions to promote the application of the knowledge in a new situation and are designed to promote analytical thinking, such as examining something specific.

### **Assessment and Monitoring within Design and Technology (DT)**

In Design and Technology (DT) at Glebe, we aim to cultivate reflective learners who actively evaluate their work. By encouraging children to consider peer feedback and reflect on their own designs and products, they can identify areas of success and areas for improvement. In this way, students can enhance their work and develop their skills in Design and Technology.

The subject leader is responsible for monitoring learning through various methods, including book looks, pupil voice interviews, and lesson visits.

Evidence of children's learning and progress will be recorded using different methods, such as photographs, written work, and practical outcomes. Teachers then use this information to complete a Design and Technology (DT) assessment tracker, which is cross-referenced to the five key knowledge points within each unit of work.

### **Additional Opportunities in Design and Technology (DT)**

We apply to the Brighton Children's Parade every year. The Children's Parade offers the chance to showcase our designing and artwork in a public setting, fostering a sense of pride and confidence in their artistic abilities. These additional opportunities go beyond the regular art and DT curriculum, enabling children to further explore their passions and reach their artistic and designing potential.