

Design and Technology policy MELBOURNE JUNIOR SCHOOL

May 2025



Approved by:

Full Governing
Board

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D. Mather

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Intent

At Melbourne Junior School, we intend to create a progressive Design and Technology curriculum that encompasses the skills and knowledge set out by the new National Curriculum and provides children with a range of inspiring and creative projects within which they can develop their skills for the wider world.

National Curriculum

Design and Technology is a stand-alone foundation subject in the National Curriculum. As well as acquiring a range of subject knowledge, children will apply knowledge and skills from other areas of the curriculum including Maths, Science, Art and Computing.

Aims:

The National Curriculum for Design and Technology aims to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook.

The MJS Curriculum:

The National Curriculum for Design and Technology at Key Stage 2 states:

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].

Our Design and Technology curriculum aims to inspire children through a broad range of practical experiences which cover the five strands of Design and Technology set out in the National Curriculum: Mechanisms, Textiles, Structures, Electrical Systems and Food Technology.

All five strands are covered both in lower key stage two and upper key stage two. Schemes of work from Kapow are used for all strands except for Food Technology where our school resources do not match the Kapow planning. The school has planned its own Food Technology units, taking progression and school resources into account.

Design and Technology is taught three times during each academic year, alternating each half term with Art lessons.

Progression between key stages is carefully planned for and documented in the Progression Map. Our use of Vocabulary Triangles and Retrieval questions in every lesson is fundamental in this process.

Children also have the opportunity to develop and draw on their Design and Technology skills during British Science Week, in the Spring term, and on school trips.

Design Portfolios

Work for each project is completed in a design portfolio, which is filed at the back of the art sketchbooks.

Assessment

Teachers assess children's work by:

- Observation of practical and design skills
- Final product
- Discussions with children
- Marking of design portfolios
- Kapow end of unit assessments

Taking each of these into consideration, each term, teachers will make a judgement as to whether children are working towards, working at or above the expected standard for Design and Technology. These judgements will help to inform future planning; for example, retrieval questions may be added in subsequent lessons or units to address misconceptions or weaknesses in skill development.

Resources

High quality resources are provided for use in lessons. Resources for each project are organised in labelled boxes. Maintenance of the equipment is the responsibility of the subject co-ordinator and class teachers.

Cost of resources

Out of the 3 projects completed each year:

- one is paid for by the school.
- one requires a contribution from parents/carers (with the exception of those receiving free school meals).
- The cooking project requires ingredients to be brought in from home.

Health and Safety

Teachers should always teach the safe use of tools and equipment and insist on safe practice as set out in the separate Art and Design and Technology Risk Assessment.

Role of co-ordinator

The Design and Technology co-ordinator offers guidance and support to staff and will ensure that plans are in place to meet the requirements of the National Curriculum. Staff meetings may provide opportunities for staff CPD.

Regular reviews of the curriculum and resources will be conducted to ensure they meet the needs of all pupils.

Monitoring will be carried out in the following ways:

- Pupil interviews
- Lessons observations
- Work scrutiny

Inclusion and Equal Opportunities

All pupils shall have the opportunity to access to the DT programme of study that satisfies the National Curriculum 2014 requirements. It is important for all children to experience a range of DT activities in ways that are appropriate to their needs and abilities. In school we aim to meet the needs of all our children by differentiation in our DT planning and in providing a variety of approaches and tasks appropriate to ability levels. This will enable children with learning and/or physical difficulties to take an active part in DT learning and practical activities to achieve the goals they have been set. Some children will require closer supervision and more adult support to allow them to progress whilst more able children will be extended through differentiated activities.