

**Reviewed – January 2025**

**To be reviewed – January 2027**

# **The Peak Federation**

## **Design and Technology Policy**

### **Intent**

At The Peak Federation, our Design and Technology (D&T) curriculum aims to inspire and engage all pupils through a creative and practical approach. Our intent is to develop pupils' ability to design, make, and evaluate products that solve real and relevant problems. We strive to ensure that pupils gain a broad range of skills, knowledge, and understanding necessary for lifelong learning and the ability to navigate the complexities of the modern world. We aim to foster a sense of curiosity and develop critical thinking, resilience, and problem-solving skills while encouraging collaboration and teamwork.

### **Implementation**

#### **Curriculum Overview**

Our D&T curriculum follows the 2014 National Curriculum guidelines, ensuring continuity and progression across the following key stages:

##### **Key Stage 1**

- Pupils will learn to design and make products to fulfil a specific purpose.
- Use a variety of tools and materials safely and effectively.
- Evaluate existing products and consider improvements.

##### **Key Stage 2**

- Apply understanding of how to strengthen, stiffen, and reinforce structures.
- Select and use a wider range of tools and equipment with increasing competence.
- Gain knowledge of nutrition and healthy eating through food preparation.

#### **Teaching and Learning Approach**

**Practical Engagement:** Pupils participate in hands-on activities that enhance their understanding of design concepts.

#### **Teaching Sequence:**

- 1. Go through design brief/criteria
- 2. Explore and research work/model
- 3. Experiment and practice with techniques/skills required
- 4. Plan/design model
- 5. Final piece - make finished product
- 6. Evaluation

**Cross-curricular Links:** D&T lessons are integrated with other subjects, such as Mathematics and Science, enriching learning experiences.

**Assessment and Feedback:** Regular formative assessments and constructive feedback are provided to promote growth. Summative assessments are conducted at the end of each year based on working towards, working at or working beyond the expected age-related standards.

#### **Resources and Environment**

We have a well-equipped D&T area, which features a range of tools, materials, and technology for student use. Resources are regularly reviewed and updated based on curriculum developments and pupil needs. Safety protocols for equipment use and storage are clearly outlined and adhered to by staff and pupils.

#### **Health and Safety**

The safety and well-being of pupils are paramount. Staff receive training on health and safety procedures specific to the D&T environment. Regular risk assessments ensure a safe learning space.

#### **Impact**

The effectiveness of the D&T curriculum will be monitored through:

- Observations of teaching and learning, ensuring high-quality education.

- Analysis of pupil work and feedback on their learning experiences.
- Reporting pupil progress to parents through internal assessments.

### **Summary of Ofsted Expectations**

According to the current Ofsted framework, schools are expected to demonstrate high-quality education tailored to meet the needs of all pupils. Key expectations include:

- A focus on developing knowledge and skills across the curriculum.
- Evidence of pupil engagement and motivation in learning.
- A commitment to personal development, behaviour, and welfare.
- Regular assessments to track pupil progress and inform future planning.

### **Review of the Policy**

This policy will be reviewed annually or as necessary to ensure it reflects changes in the national curriculum or relevant educational policies, maintaining its effectiveness at meeting the needs of our pupils at Bamford Primary School.