

Design and Technology policy
Norton Primary School
September 2021



Introduction:

Design and Technology (D&T) has a significant and valuable role in the ethos of our school. The purpose of D & T at Norton follows the purpose outlined in the National Curriculum:

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Our School aim:

By the time our children have finished their time at Norton we know that they will be:

- ✓ Confident in their abilities as a designer and creator.
- ✓ Knowledgeable about a range of designers and creators and famous sculptures, reflecting on the impact these have had.
- ✓ Have the capabilities to use a range of design skills such as designing, making and evaluating their work.
- ✓ Have the knowledge of how to be safe when preparing food and using saws or woodwork tools.
- ✓ Find similarities and links between their own creations and established work.
- ✓ Be able to evaluate their own work, finding areas to improve, following the evaluative cycle.
- ✓ Have the confidence to respond to challenges as they may occur and make independent choices.
- ✓ Know that anybody can be a designer and creator!

Curriculum organisation:

	Autumn:	Spring:	Summer:
Reception	Painting	Collage	Sewing

Year 1	Sculpture	Mechanisms	Cooking
Year 2	Sewing	Mechanisms	Sculpture
Year 3	Sewing	Cooking	Mechanisms
Year 4	Cooking	Mechanisms	Sculpture
Year 5	Sculpture	Sewing	Mechanisms
Year 6	Cooking	Sculpture	Mechanisms

Sketchbook expectations:

Every pupil has their own sketchbook, documenting their development of skills as an designer and creator over their time at Norton.

These sketchbooks will evidence:

- A range of evidence of the child's skill in designing and creating models, cooking, sculpture and sewing.
- Self-evaluation linked to their adaptations and improvement of work.
- Concise learning objectives and lesson intentions linked directly to a design and technology skill.
- Peer and teacher assessments.
- Pictures of the finished project.

Equal opportunities and inclusion:

Design and Technology plays an important part in the life of our school and every child participates.

Activities both in and out of the classroom are designed in a way which encourages active participation by all children, matched to their knowledge, understanding and previous experience.

Pupils learn about a diverse range of designers and artists, developing their knowledge of world art and design.

Assessment and recording:

The teacher of art, design and technology should note individual pupil's progress to provide guidance for future teaching and learning and for reporting at the end of the school year.

Gathering evidence of pupil attainment is an integral part of assessment, which is built into the curriculum progression. Teachers can obtain evidence by direct observation of the children at work, questioning pupils, listening to their conversations or analysing their final pieces of work.

The art lead monitors this by:

- Pupil voice
- Sketchbook analysis
- Staff questionnaires
- Observations

Role of the subject leader:

- To support and guide all staff when teaching art, design and technology
- To ensure continuity and progression in planning.
- To monitor and evaluate the effectiveness of the D&T teaching in school.
- To develop and manage the D&T budget effectively.
- To prepare and deliver relevant training for staff.