



## Design Technology Statement

*Our vision is for pupils to become independent, motivated learners and responsible citizens.*

### Core values

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|----------------------|--|
| <b>Honesty</b>       | <ul style="list-style-type: none"> <li>• Telling the truth</li> <li>• Taking responsibility for your actions</li> </ul>  |
| <b>Positivity</b>    | <ul style="list-style-type: none"> <li>• Looking for the good</li> <li>• Trying new things</li> </ul>                    |
| <b>Determination</b> | <ul style="list-style-type: none"> <li>• Keep trying</li> <li>• Learning from your mistakes</li> </ul>                   |
| <b>Respect</b>       | <ul style="list-style-type: none"> <li>• Caring for everyone</li> <li>• Being polite and friendly</li> </ul>             |
| <b>Democracy</b>     | <ul style="list-style-type: none"> <li>• Deciding together</li> <li>• Listening to others &amp; sharing ideas</li> </ul> |
| <b>Individuality</b> | <ul style="list-style-type: none"> <li>• Believing in yourself</li> <li>• Asking questions and having ideas</li> </ul>   |
| <b>Rule of Law</b>   | <ul style="list-style-type: none"> <li>• Following the rules</li> <li>• Sharing &amp; taking turns</li> </ul>            |

### Intent

Our Design and Technology policy follows the national curriculum (2014) and 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.

We aim to give pupils the skills, concepts and knowledge necessary for them to express their responses to ideas and experiences in a visual, written or tactile form. We aim to help children use their imagination and feel confident to express their ideas.

While it is essentially a practical subject, design and technology should provide opportunities for reflection and, with increasing sensitivity, pupils should acquire the ability to make informed, critical responses to their own work and that of others.

There is great pleasure to be derived from Design and Technology and we aim that through deeper understanding pupils can gain access to cultural richness and diversity.

### Implementation

Our long-term curriculum map plans out the themes covered each term for each key stage. These plans define the focus of what we will teach and ensure an appropriate balance and distribution of work across the year. Tasks are planned to link to the topics in the terms.

Assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate differentiation. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. The schemes of work cover the six main areas of the design and make process (Brief/problem, research, design ideas, construction, testing and evaluating).

### Impact

Each term, class teachers will assess whether children are working towards, at or above age-related expectations. This information is added to an ongoing tracking system that follows the child throughout their time at Wickford Primary School. The design and technology subject leader will monitor the subject through: written or drawn evidence, models, climate walks and monitoring the profile of design and technology through discussion with children and teachers.