Design & Technology One Page Policy (Primary Phase)

William Hulme's Grammar School
The best in everyone™
Part of United Learning

At William Hulme's Grammar School, the Design and Technology curriculum develops the **creative, technical and practical expertise needed to perform everyday tasks** confidently. In addition, pupils **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. Furthermore, Design and Technology at William Hulme's provides opportunities for pupils to explore a full design cycle as they **discuss, research, design, make and evaluate their designs.**

Knowledge organisers are used to develop and support children's understanding of **substantive** knowledge, **disciplinary** knowledge and key vocabulary.

We use the *Project on a Page* scheme, from the Design & Technology Association, to support the gradual and **coherent** development of **vertical concepts** from early years through to KS3.

Five vertical concepts are developed year-on-year, allowing children to make connections with projects, building on their existing knowledge and skills.

Teachers ensure that **all learners can see themselves reflected** in the Design and Technology curriculum by highlighting present day role models and allow pupils to express themselves.

Design & Technology

Pupils prior knowledge is assessed using a low-stakes **pre-learning** task. Teachers then **adapt** or **review** learning accordingly.

Teachers work to **prevent, identify and correct misconceptions** through regular review of content and instant verbal feedback.

Post-learning tasks are used to assess pupil understanding of a unit, alongside the assessment of the finished product.

Teachers plan termly practical tasks that have a **clear audience and purpose**: to solve real and relevant problems within a variety of contexts.

Scaffolds are provided where needed to allow pupils to access the curriculum content whilst ensuring it is **ambitious for all**. This may mean the use of **different tools and equipment** such as the size of a needle or **pre-cut templates.**

Learners are encouraged to use their oracy skills, as well as writing skills, to **evaluate and reflect** on the projects they, or their peers, have created.

Outcome: Learners see themselves as confident designers & problem solvers