



BENGEWORTH CE ACADEMY

DESIGN & TECHNOLOGY POLICY

2024-25

September 2024



Bengeworth
Multi Academy Trust

Brilliant People • Better Schools • Bright Futures

STATEMENT OF INTENT

Curriculum Intent

At Bengeworth CE Academy, we provide a broad, balanced and knowledge rich curriculum which is underpinned by our values, core beliefs and an education for global citizenship taught through our Global Themes. Our intent and vision intends to:

'Develop aspirational, confident learners and leaders of the future who have a deep understanding of the world around them and the impact they can have on it.'

It is our intention that our children are provided with inspirational learning experiences that will ignite sparks within the children and enable them to develop and build upon their long term memory by making links and connections that enable them to know and remember more. As confident, articulate and happy individuals we intend for our children to achieve academic excellence and who consider themselves as leaders within their own right. Leaders who can and will have an impact on the world around them.

Our Global Themes are:



Through a deep respect of the traditions of each unique subject, our curriculum recognises the identity of the disciplines that are studied. We have taken great care to design a well-sequenced, well-specified and ambitious curriculum for all children to access, ensuring our values and global themes underpin it. We consistently strive to ensure that the curriculum is exciting and challenging and reflects and nurtures children's interests, needs and celebrates the many successes of our children.

Links between subject disciplines are made to ensure there is an engaging and relevant context within which to learn and globally themed questions are used as the driving forces for each half-term/term's focus. We strongly believe that the relationship between education and learning should not be shaped by narrow outcomes but that it should serve another purpose; *a whole education, not defined solely by what is measured, but what is experienced, felt and used.* Through our Global Themes' curriculum we are providing children with the skills needed to understand, challenge and tackle the social, political and economic challenges that are moving rapidly towards us.

Subject Intent

At Bengeworth CE Academy, we intend that children should master Design and Technology to such an extent that they can go on to have careers within Design and Technology and make use of the knowledge and skills effectively in their everyday lives. Following the Kapow Design and Technology scheme, our children will be taught an ambitious and knowledge rich curriculum for Design and Technology in a way that ensures progression of skills, and follows a sequence to build on previous learning. Our children will gain experience and skills of a wide range of formal elements of design and concepts of technology in a way that will enhance their learning opportunities, enabling them to confidently use design and technology across a range of subjects to be creative and solve problems, ensuring they make progress.

Legal framework

This policy has due regard to statutory legislation, including, but not limited to, the following:
[National Curriculum - Design and technology key stages 1 to 2 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

IMPLEMENTATION

Our curriculum is translated over time in the classroom following a structured approach. Detailed topic overviews, highlighting the substantive and disciplinary knowledge and vocabulary to be taught have been developed for each subject. These overviews reduce workload, enabling teachers to spend more time thinking about how each lesson can be effectively enacted in their classroom to support the specific context of the classes.

Each lesson begins with a prior learning review, where children are supported in activating prior knowledge and to make connections between their learning. We have an emphasis on explicitly teaching vocabulary, and each lesson includes the introduction, oral rehearsal, and engagement with key vocabulary (e.g., I say, you say, we say, Star Word etc). Key vocabulary is contextualised throughout the lesson, including through the use of Topic Warmers and children are given opportunities to apply new words. Our teachers use the following principles of cognitive science when planning lessons to enable **all** pupils to access the knowledge, skills and vocabulary needed to succeed:



Core concepts, explicit vocabulary and substantive and disciplinary knowledge have been mapped progressively. Lesson content is planned accordingly to ensure full coverage of these core concepts:

Progression Documents - <https://drive.google.com/drive/u/0/folders/109rDoLJsl1-mmVAnKRlStF-leCFjnz0Q>

Subject Delivery:

Subject Delivery and Frequency	<i>Design and Technology is taught at any period across the half term, chosen and arranged inline with each year's group's timetable.</i>
Planning Expectations	<i>Staff are to follow the sequence of sessions given under each unit of work, these have been planned to cover the different key areas as stated on the long term overview. EYFS - structure, cooking and nutrition, textiles KS1 - structure, cooking and nutrition, textiles and mechanisms. KS2 - structure, cooking and nutrition, textiles, mechanical systems, electrical systems, digital world Teachers have the choice of when to cover the different units, they can follow the suggested order on Kapow or they can teach them alongside topics that match.</i>
Learning Environment	<i>Design and Technology books are used in KS1 and KS2 to capture the</i>

	<p><i>children's learning and practising of skills.</i></p> <p><i>EYFS – photos are displayed on seesaw to celebrate children's learning.</i></p> <p><i>Design and Technology learning can be displayed on classes learning journey.</i></p>
Resources	<p><i>All staff have access to the curriculum cupboard resources where this is updated and resourced regularly. It is expected that any resources used from the curriculum cupboard are returned in an organised manner and located back in its designated spot. Each of the key areas has a designated box of resources in line with the long term plan. These resources are only to be used when completing that key area and they are to inform the Design and Technology lead once these resources are low, so that they can be replenished.</i></p> <p><i>Staff are to inform DT lead of any resources they may need to complete the unit, any resources left over are to be stored in the designated box for future use.</i></p> <p><i>Staff can also access the art cupboard for any other materials needed.</i></p> <p><i>Staff must refer to and book slots for using the DT room at Kings Road using the rota sheet.</i></p>

IMPACT

The impact of this curriculum design will lead to outstanding progress over time across key stages relative to a child's individual starting point and their progression of skills and knowledge. Pupils will therefore be expected to leave Bengeworth CE Academy reaching age-related expectations or higher across the curriculum.

Assessment and Reporting

To continually improve the impact of the curriculum and evaluate pupils' learning to ensure children 'Know more and Remember more', formative and summative assessments are carried out in line with the knowledge and skills progression documents across all subjects.

Formative assessments are conducted regularly using a wide range of [retrieval strategies](#) to check for understanding and monitor pupil's learning throughout lessons which provides teachers and children with information about progress and analysis of deliberate retrieval practice.

Summative assessments are conducted to ensure pupils' are making progress over time, to assess what pupils have learnt and the depth of that learning. Depth of knowledge is then assessed through end of unit assessments and subject portfolios (books & SeeSaw).

Subject Specific Assessment

Formative Assessment	Summative Assessment
Hinge Questions Entry / Exit Tickets Quizzes Brain Dumps Knowledge catchers	Early Years Foundation Half termly Epiphany Assessments Portfolios - Seesaw

Monitoring and review

- This policy will be reviewed annually by the subject leader and the Leadership Team.
- Any changes made to this policy will be communicated to all members of staff.

The scheduled review date for this policy is **September 2025**

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