



DESIGN AND TECHNOLOGY POLICY

The reason for this policy

- Design and Technology is a non-core subject in the National Curriculum. This policy outlines the purpose, nature and management of Design Technology taught in our school.

Principles related to the aims and ethos of the school

Aims of the school which relate to this policy are as follows:

- To encourage children to become highly motivated life-long learners.
- To develop high self-esteem – respecting themselves, others and the environment.
- To provide an ethos of support, challenge and encouragement.
- To provide learning partnerships between home, school and the community.

The Policy

The nature of Design and Technology

The subject offers an opportunity for pupils to study the 'made' world and to begin to understand how products are designed and made to meet human needs and wants. Children are given opportunities to draw upon their knowledge of past and present products, and other specific knowledge and understanding, in order to design and make products that meet their needs.

Our D&T curriculum is inspiring, rigorous and practical. The children design and make products that draw upon other areas of the curriculum such as mathematics, science and art to then solve real and relevant problems. Using evaluation of past and present D&T, the children develop an understanding of how this area of learning impacts on daily life.

The children are taught through activities in which they examine and evaluate products made by others, through practical tasks where they acquire and develop skills associated with designing, planning, making and evaluation, and through design-and-make assignments, where they have opportunity to apply and further develop their own designing and making capabilities, as well as their inventiveness.

At the end of each key stage our pupils will know, be able to apply and understand the matters, skills and processes to be followed in each of the programmes of study covered.

Wherever appropriate Design and Technology will promote children's spiritual, moral, social and cultural development.

Entitlement

A balanced programme of Design and Technology activities that build on a progressive structure of skills and experiences to include, over each Key Stage:

- Design and make assignments
- Focused practical tasks
- Activities in which they investigate, disassemble and evaluate simple products

Links will be made to other areas of the curriculum as and when appropriate.

Implementation

Children will be developing the following elements:

- Designing and making skills
- Knowledge and understanding
- Materials and components
- Food preparation and healthy eating
- Products and applications
- Quality
- Health and Safety
- Vocabulary

Activities within the classroom will be planned in such a way as to encourage full and active participation by all children irrespective of ability, gender or race.

Foundation stage children will develop designing and making skills through the Early Learning Goals.

Children with Special Educational Needs will have full access to the Design and Technology curriculum.

Children will be given the opportunity to apply and develop their Design and Technology skills through appropriate ICT tools, to include:

- Cameras
- Digital images on appropriate computer software and Internet sites
- Computer design packages

All teachers are responsible for planning and implementation of Design and Technology, in consultation with the Subject Leader for Design and Technology.

Children will be taught as a class or in groups, as appropriate.

All children will be taught the safe and appropriate use of equipment and materials in accordance with Health and Safety requirements. The Health and Safety Officer (D

Hodgson) is responsible for the Health and Safety Policy which outlines other issues related to this subject area, and staff are advised to approach him if they have any concerns.

Specialist practical equipment and materials are held in either the Design Technology room, or in a central resource centre, and it is the responsibility of each teacher to return equipment after use. A collection of reference books, available for classroom use, is held in the school library.

Assessment

Informal assessment will be made on a regular basis and recorded at the end of each unit. These notes will be used to inform end of year reports.

Use of photographic evidence to support planning and assessment will be made wherever possible. In addition, low stakes quizzes and self-evaluation reports to be used to inform and aid assessment.

Success Criteria

This policy will be followed successfully if a balanced Design and Technology curriculum is delivered.

- The learning environment of the school is enhanced, both by means of offering stimulating projects, and by displays demonstrating end results and processes.
- Most children feel themselves to be able to achieve in the subject area.

Reviewed by: Michael Harrison -Subject Leader for Design and Technology

Approved by the Governing Body: March 2018

This policy was reviewed on: 27th April 2020

This policy will be reviewed: April 2022

Person to initiate the review: Subject Leader for Design and Technology & Clerk.