

Central Primary School



Design and Technology Policy

Our motto: Children are Central

Aims and Objectives

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation (National Curriculum 2014)

Aims

The national curriculum (July 2014) for design and technology 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.

Teaching and Learning

As a school, we understand that design and technology is made up of key areas such as: technical skills; cooking and nutrition; textiles and design; resistant materials and design processes. As such our curriculum teaches and develops these skills over time, mapping each child's progress on the design and technology progression cards.

Teachers ensure that the children apply their knowledge and understanding when developing ideas, planning, making, and evaluating products. We do this through a mixture of whole-class teaching and individual or group activities.

Within lessons, we give children the opportunity both to work on their own and to collaborate with others, listening to other children's ideas and treating these with respect. Children critically evaluate existing products, their own work and that of others. They have the opportunity to use a wide range of materials and resources, including ICT.

In all classes, children will be working at different levels of ability in relation to Design and Technology. These are accommodated in the planning through carefully differentiated tasks and the use of support. Where pupils have additional needs, we cater for these through our planning and through the use of adult support.

We encourage parental helpers to support with the delivery of the Design and Technology curriculum and often block our Design and Technology work together to facilitate this.

Design and technology curriculum planning

Design and Technology is a foundation subject in the National Curriculum. Our school integrates Design and Technology into its creative curriculum. This allows the design and technology work to be linked to the other curriculum areas to ensure that it builds and extends on pupils' interests and previous learning.

We carry out the curriculum planning in design and technology in three phases: long-term, medium-term and short-term. The long-term plan maps out curriculum subjects. Our medium-term topic plans identify learning objectives and outcomes relating learning to the design and technology progression cards and National Curriculum objectives.

Teachers plan design and technology in their weekly plans when they reach the unit of work in their topic plans. This planning lists the specific learning objectives and expected outcomes for each lesson, and detail how the lessons are to be taught. The class teacher keeps these plans, and makes them available for monitoring by saving them to the school's server.

Early Years

We encourage the development of skills, knowledge and understanding in the Early Years. These early experiences include asking questions about how things work, investigating and using a variety of construction kits, materials, tools and products, developing making skills and handling appropriate tools and construction material safely and with increasing control.

We provide a range of experiences that encourage exploration, observation, problem solving, critical thinking and discussion. These activities, indoors and outdoors, attract the children's interest and curiosity.

Assessment

Design and technology is assessed, both during and after pupils have engaged in design and technology work. Work may be assessed and feedback given to pupils while they are creating, designing or making their work, as well as more summative assessments at the end of sequences of work. Each child produces a design and technology booklet as part of each unit of design and technology work which allows teachers to assess the areas studied.

We assess design and technology using the progression cards for design and technology we have developed as a school, as these allow staff and pupils to see how skills are developing overtime. These progression cards give a summative grade which allows us to track the progression of pupils in design and technology over time. These cards also allow pupils to think about their feedback and develop their work further in their next unit of design and technology work.

Pupils are encouraged to assess and evaluate both their own work and that of other pupils. This helps them appreciate how they can improve their own performance, and what their next steps should be in their future design and technology work.

Resources

Our school has a wide range of resources to support the teaching of Design and Technology across the school. Classrooms have a range of basic resources, with the more specialised equipment being kept in the Design and Technology store. This room is not accessible to children.

Health and safety

In this subject the general teaching requirement for health and safety applies. We teach children how to follow proper procedures for food safety and hygiene and how to complete practical tasks safely.

Equality

In accordance with the Equality Act 2010 we seek to;

- a) **eliminate discrimination**, harassment, victimisation and any other conduct that is prohibited by or under the act
- b) **advance equality of opportunity** between persons who share a relevant protected characteristic and persons who do not share it
- c) **foster good relations** between persons who share a relevant protected characteristic and persons who do not share it

Our Design and Technology Policy seeks the promotion of equality and seeks to tackle any discrimination rigorously through the exploration different perspectives and creative ideas and the study of a variety of innovators and designers.

Monitoring and review

The monitoring of Design Technology is the responsibility of the Creative Arts curriculum leader, in line with the school's monitoring cycle. Documentation of monitoring is collated by the curriculum leader and also given to the Head Teacher. Annually the curriculum leader presents a review to curriculum governors evaluating the subject are and indicating areas for future improvement.

This policy will be reviewed at least every two years.