

INTAKE PRIMARY SCHOOL



Design & Technology Policy

Revised: October 2017

Review Date: October 2020

Subject Leader: N. Troy

Written by N.Troy & Curriculum Team 1

It is the intention of this policy to inform staff, parents and governors of the content, practise and implementation of Design and Technology at Intake Primary School.

Why is Primary Design and Technology important?

Design and Technology is about providing opportunities for children to develop their capability. By combining their design and making skills with knowledge and understanding they learn to create quality products.

Design and Technology is often one of a child's favourite subjects. Children like making decisions for themselves and doing practical work. They love creating products they can see, touch - and even taste - for themselves. They feel proud to have done so.

Design and Technology brings learning to life. It is a motivating context for discovering Literacy, Mathematics, Science, Art, PSHE and Computing. Primary Design and Technology also provides a firm basis for later learning in the subject and a platform for developing skills in Literacy and Mathematics.

What is Primary Design and Technology?

Design and Technology education involves two important elements - learning about the designed and made world and how things work, and learning to design and make functional products for particular purposes and users.

In Design and Technology, children acquire and apply knowledge and understanding of materials and components, mechanisms and control systems, structures, existing products, quality and health and safety.

We believe that skills learned in Design and Technology also help with learning across the Curriculum; for example, their knowledge about the properties of materials helps in Science and the practice of measuring accurately helps in Mathematics. These skills help in Computing through the children's use of control and in Art.

Design and Technology education helps develop children's skills and knowledge in design, materials, structures, mechanisms and electrical control. They are encouraged to be creative and innovative, and are actively encouraged to think about important issues such as sustainability and enterprise.

There are three core activities children engage with in design and technology:

- Activities which involve investigating and evaluating existing products
- Focused practical tasks in which children develop particular aspects of knowledge and skills
- Designing and making activities in which children design and make 'something' for 'somebody' for 'some purpose'. Purposeful 'real-life' situations are used whenever possible.

These three activities are combined in sequence to create a D&T project.

Aims of Design and Technology

- To develop imaginative thinking in children and to enable them to talk about what they like and dislike when designing and making;
- To enable children to talk about how things work, and to draw and model their ideas;
- To encourage children to select appropriate tools and techniques for making a product, whilst following safe procedures;
- To explore attitudes towards the made world and how we live and work within it;
- To develop an understanding of technological processes, products, and their manufacture, and their contribution to our society;
- To foster enjoyment, satisfaction and purpose in designing and making.

Teaching and Learning

Design and Technology activities are taught in a variety of ways across the school, sometimes in blocks of taught time, as part of a topic, or in short skills-based activities. The school uses a variety of teaching and learning styles in Design and Technology lessons. The principal aim is to develop children's knowledge, skills and understanding in Design and Technology. Teachers ensure that the children apply their knowledge and understanding when developing ideas, planning and making products and then evaluating them. We do this through a mixture of whole-class teaching and individual/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 range of materials and resources, including Computing.

In all classes there are children of differing abilities and with Special Educational Needs. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

Design and Technology Curriculum Planning

Design and Technology is a foundation subject. Our school uses the National Curriculum as the basis for its curriculum planning in Design and Technology.

Class teachers plan for individual Design and Technology sessions as part of weekly planning or a whole day block or longer, dependent upon year group.

At Intake Primary School, teachers use cross-curricular links through topics to provide a purposeful platform wherever possible.

The Foundation Stage

We encourage the development of skills, knowledge and understanding that help Foundation Stage 2 children make sense of their world. As FS2 is part of the EYFS, we relate the development of the children's knowledge and understanding of the world to the objectives set out in the EYFS guidance. These underpin the curriculum planning for children aged three to five. This learning forms the foundations for later work in Design and Technology. 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. These principles continue into our Year 1 provision and develop throughout the primary phase.

Cooking and Nutrition

At Intake Primary School, pupils are taught where food comes from, how to cook and to apply the principles of nutrition and healthy eating. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

Continuity and Progression

Our Scheme of Work ensures that tasks provide both continuity and progression, within each Key Stage and across the school. Consolidation of the skills, knowledge and understanding in Design and Technology is carried out by its use to support learning in other subjects, such as Literacy, Mathematics, Science, Art, Computing and PSHE.

Assessment and Recording

Teachers assess children's work in Design and Technology by making assessments as they observe them working during lessons and by asking questions. The progress that children make is assessed against the learning objectives for their lessons and the age-related expectations of the National Curriculum. Teachers then use the assessments to plan the future work of each child and to make an annual assessment of progress for each child, as part of the annual report to parents. Each teacher passes this information on to the next teacher at the end of each year. Each Term, the Subject Leader gathers evidence of children's work from each year group and this is monitored by the Subject Leader/ Curriculum Team.

Resources

Our school has a selection 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 a designated areas for Design and Technology.

Health and Safety

The general teaching requirement for health and safety applies in this subject. We teach children how to follow proper procedures for food safety and hygiene and the correct use of equipment and tools.

Curriculum Management

The Subject Leader and Curriculum Team will facilitate the development of Design and Technology in the following ways:

- By managing the implementation of the Design and Technology policy
- By updating the Policy and Scheme of Work
- By ordering/updating/allocating resources
- By identifying need and arranging INSET so that all staff are confident in how to teach and assess the subject and have sufficient subject knowledge
- By keeping staff updated of new developments within the subject
- By taking an overview of whole school planning to ensure that there is continuity between year groups and that progression is taking place
- By supporting staff in developing pupils capability
- By attending appropriate courses to update knowledge of current developments.
- By contributing to the school integrated development plan on an annual basis

Monitoring

Monitoring is carried out by the Headteacher, a member of senior management or the Design and Technology Subject Leader/Curriculum Team in the following ways:

- informal discussion with staff and pupils
- observation of Design and Technology displays
- collection of Design and Technology planning
- collecting samples of children's work

Policy Agreements

This policy has been agreed by:

Headteacher

Name: _____

Date: _____

Governor:

Name: _____

Date: _____