



“Always try your best to be your best”.

A Statement of Policy for the Design and Technology Curriculum

What is Design & Technology at Lacewood Primary?

Design and technology prepares pupils to participate in tomorrow's rapidly changing technologies. They learn to think and intervene creatively to improve quality of life. Design and technology should encourage pupils to learn to think and intervene creatively to solve problems both as individuals and as members of a team. They should be taught to look for opportunities and to respond to them by developing a range of ideas and making a range of products. They should also reflect on and evaluate present and past technology, its uses and its effectiveness. They should be encouraged to become innovators.

Introduction

This policy outlines the teaching and learning of design and technology. It reflects the views of all teaching staff at Lacewood Primary. We believe that the development of design and technology capability is important in preparing all pupils for citizenship in an ever-increasing technological world. The ability to use technological skills is a vital life skill in modern society. We also believe that using these skills in a purposeful way provides the opportunity to extend and enhance teaching and learning experiences in the National Curriculum as a whole. Design and technology can motivate pupils and promote self-esteem and confidence in all pupils, including those with Special Educational Needs (SEN).

Aims of Design & Technology

- To develop pupils' designing and making skills,
- To teach pupils the knowledge and understanding, within each child's ability, that will be required to complete the making of their product,
- To use skills and knowledge gained from other subjects when making their product, such as measuring, communication and drawing skills,
- To teach pupils the safe and effective use of a range of tools, materials and components,
- To develop pupils' understanding of the ways in which people have designed products in the past and present to meet their needs,
- To develop pupils' creativity and innovation through designing and making,
- To develop pupils' understanding of technological processes, their management and their contribution to society.

Design & Technology in relation to the National Curriculum

Design & Technology is organised according to the guidelines set out in the National Curriculum programmes for Design and Technology. Pupils will design and make a range of products. A good quality finish will be expected in all design and make activities appropriate to the age and ability of the pupil.



During the key stage, pupils should be taught the knowledge, skills and understanding through:

- a) investigating and evaluating a range of familiar products [for example, talking about how they work, and whether they do what they are supposed to do]
- b) focused practical tasks that develop a range of techniques, skills, processes and knowledge



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- c) design and make assignments using a range of materials, including food, items that can be put together to make products, and textiles

Progression in design and technology at Foundation, Key Stages 1 and 2

The following expectations are set out in Maintaining breadth and balance at key stages 1 and 2.

Throughout Foundation and by the end of key stage 1:

1. Developing, planning and communicating ideas

Pupils should be taught to:

- a) generate ideas by drawing on their own and other people's experiences,
- b) develop ideas by shaping materials and putting together components,
- c) talk about their ideas,
- d) plan by suggesting what to do next as their ideas develop,
- e) communicate their ideas using a variety of methods, including drawing and making models.



2. Working with tools, equipment, materials and components to make quality products.

Pupils should be taught to:

- a) select tools, techniques and materials for making their product from a range suggested by the teacher,
- b) explore the sensory qualities of materials,
- c) measure, mark out, cut and shape a range of materials,
- d) assemble, join and combine materials and components,
- e) use simple finishing techniques to improve the appearance of their product, using a range of equipment,
- f) follow safe procedures for food safety and hygiene.

3. Evaluating processes and products

Pupils should be taught to:

- a) talk about their ideas, saying what they like and dislike,
- b) identify what they could have done differently or how they could improve their work in the future.

4. Knowledge and understanding of materials and components

Pupils should be taught:

- a) about the working characteristics of materials [for example, folding paper to make it stiffer, plaiting yarn to make it stronger]
- b) how mechanisms can be used in different ways [for example, wheels and axles, joints that allow movement].



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By the end of key stage 2,

1. Developing, planning and communicating ideas

Pupils should be taught to:

- generate ideas for products after thinking about who will use them and what they will be used for, using information from a number of sources, including ICT-based sources,
- develop ideas and explain them clearly, putting together a list of what they want their design to achieve,
- plan what they have to do, suggesting a sequence of actions and alternatives, if needed,
- communicate design ideas in different ways as they develop, bearing in mind aesthetic qualities and the uses and purposes for which the product is intended.

2. Working with tools, equipment, materials and components to make quality products

Pupils should be taught to:

- select appropriate tools and techniques for making their product,
- suggest alternative ways of making their product, if first attempts fail,
- explore the sensory qualities of materials and how to use materials and processes,
- measure, mark out, cut and shape a range of materials, and assemble, join and combine components and materials accurately,
- follow safe procedures for food safety and hygiene.

3. Evaluating processes and products

Pupils should be taught to:

- reflect on the progress of their work as they design and make, identifying ways they could improve their products,
- carry out appropriate tests before making any improvements,
- recognise that the quality of a product depends on how well it is made and how well it meets its intended purpose, [for example, how well products meet social, economic and environmental considerations].

4. Knowledge and understanding of materials and components

Pupils should be taught:

- how the working characteristics of materials affect the ways they are used,
- how materials can be combined and mixed to create more useful properties, [for example, using cardboard triangles on the corners of a wooden framework to strengthen it]
- how mechanisms can be used to make things move in different ways, using a range of equipment including an ICT control programme,
- how electrical circuits, including those with simple switches, can be used to achieve results that work.

Relationship to other Subjects

Design & Technology is taught as a subject specific activity through a combination of whole class teaching, group work and individual work. Cross-curricular links are detailed on the long term planning sheets.

Equal Opportunities and Special Needs

Teachers ensure that pupils have access to the range of Design & Technology activities and use opportunities within Design & Technology to challenge stereotypes.



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Pupils are encouraged and supported to develop their Design & Technology capability using a range of materials. Teachers differentiate activities within Design & Technology to ensure that the specific needs of individual children are best met.

Food - Hygiene and Safety

Perishable food is bought and/or brought in and used on the day it is needed. Non-perishable food (e.g. some dry foodstuffs) may be safely stored for future use, providing the 'Use by Dates' are still relevant at the time of use. Disposal of stored items of food is the responsibility of the class teacher

Teachers and adult support staff will oversee that cupboards, table tops, cooker etc. are clean and in working order.

Assessment and Recording

Examples of work, including photographs, demonstrating National Curriculum levels, are kept for the school portfolio and website. Photographs of finished work and/or photographs taken whilst making should be saved in the DT folder on the network system. Any design booklets which accompany these photographs on the system can be given to the subject co-ordinator. An annual report to parents will be given detailing progress and achievements made by the pupils in design technology .

Resource Management

The school

- is committed to reviewing the position and use of technology resources,
- will ensure the efficient deployment of existing resources,
- is committed to updating and renewing their replacement when necessary and funds are available, considering further purchasing to meet future needs.

Role of the co-ordinator

- Lead the development of design and technology on the school,
- Provide guidance to individual members of staff,
- Keep up to date with local and national developments in design and technology and disseminate relevant information,
- Update staff on new tools, materials etc.
- Review and monitor the success and progress of the planned units if work.

Role of the teacher

- To be enthusiastic about Design and technology and demonstrate good practise.
- To review and organise design and technology resources and order additional materials to be able to teach units in the long term plan.
- To add examples of children's work to a portfolio and the electronic portfolio kept on the school server.

Role of the Head Teacher

- To lead manage and monitor the implementation of the national curriculum for D.T.

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