



# Design and Technology Policy 2021.

Design and technology provides children with opportunities to develop key skills which will help them to take part in tomorrow's rapidly changing world. The subject encourages children to become independent and creative problem solvers, both as individual and as part of a team. It enables them to identify needs and opportunities and to respond by developing ideas and eventually making their own products. Through the study of design and technology they combine practical skills with an understanding of aesthetic, social and environmental issues, as well as function. This allows them to reflect on and evaluate present and past design and technology, its uses and its impacts. Design and technology helps all children to become informed consumers and potential innovators.

## **Intentions:**

- 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.

## **National Curriculum**

The national curriculum 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.

## **Implementation:**

### **Teaching and planning of Design and Technology**

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 wide range of materials and resources, including ICT.

In all classes there are children of differing ability. 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.

We achieve this through a range of strategies:

- setting common tasks that are open-ended and can have a variety of results.
- setting tasks of increasing difficulty where not all children complete all tasks.
- grouping children by ability and setting different tasks for each group.
- providing a range of challenges through the provision of different resources.
- using additional adults to support the work of individual children or small groups.

The National Curriculum provides us with the basis for our planning of design and technology. Wherever possible, we try to adapt the national scheme to the local circumstances of our school in that we use the local environment and our topic plan as the starting point for certain aspects of our work.

Activities in design and technology are planned so they build upon the prior learning of the children. We give children of all abilities the opportunity to develop their skills, knowledge and understanding and we also build planned progression into the scheme of work, so that the children are increasingly challenged as they move through the school.

In the Foundation Stage, 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. We encourage the development of skills, knowledge and understanding that help reception children make sense of their world. 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.

Design and Technology is also a motivating context for discovering literacy, mathematics, science, art, PSHE and ICT. Primary Design and Technology also provides a firm basis for later learning in the subject and a platform for developing skills in literacy and numeracy.

- Design and technology contributes to the teaching of English by providing valuable opportunities to reinforce what the children have been doing during their English lessons. Children learn to evaluate products, write and follow instructions and articulate their ideas to others.
- ICT is used to support design and technology teaching when appropriate. Children use computer software to enhance their skills in designing and making, and use draw-and-paint programs to model ideas. The children also use ICT to collect information and to present their designs.
- Design and technology contributes to the teaching of personal, social and health education and citizenship. We encourage the children to develop a sense of responsibility in following safe procedures when making things. They also learn about health and healthy diets. They also learn through their understanding of personal hygiene, how to prevent disease from spreading when working with food.

The teaching of design and technology offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Our groupings allow children to work together, and give them the chance to discuss their ideas and feelings about their own work and the work of others. Through their collaborative and co-operative work across a range of activities and experiences in design and technology, the children develop respect for the abilities of other children and a better understanding of themselves. They also develop a respect for the environment, for their own health and safety and for that of others. They develop their cultural awareness and understanding, and they learn to appreciate the value of differences and similarities. A variety of experiences teaches them to appreciate that all people are equally important, and that the needs of individuals are not the same as the needs of groups.

## **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/cooking areas.

## **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.

## **Inclusion**

At Little Eaton Primary School all children have access to Design Technology lessons and activities regardless of age, sex, or ability. Teaching approaches provide equality of opportunity by making sure the work is suitable for all pupils, considering religious and cultural beliefs and enabling those with disabilities to have full participation. Children are encouraged to work individually, in pairs, small groups and as whole class when required.

## **Equality**

This policy has been written with reference to and in consideration of the school's Disability Equality Scheme. Assessment will include consideration of issues identified by the involvement of disabled children, staff and parents and any information the school holds on disabled children, staff, and parents.

## **Impact:**

### **Monitoring, Record Keeping and Assessment.**

- Teachers assess children's work in design and technology by making assessments as they observe them working during lessons. They record the progress that children make by assessing the children's work against the learning objectives for their lessons. Teachers then use this information to inform their planning of future work. This information is shared with parents in the annual report and passed on to the next teacher at the end of each year.

### **Subject leader role**

The Design and Technology subject lead is responsible for raising the standards of teaching and learning. This will include:

- Overseeing the design and delivery of the Design and Technology curriculum.
- Developing good practice in their classroom.
- Co-ordinating and ordering resources and managing the budget.
- Monitoring and evaluating resources.
- Monitoring planning and the delivery of the curriculum.
- Working together with colleagues to raise standards.
- Providing stimulus and inspiration.
- Ensuring that the policy documents remain useful and current.
- Yearly audit and action plan.
- Conducting pupil voice.

Any questions or concerns regarding this policy should be made to Miss E. Treddenick (Design and Technology Subject Leader).

**Confirmation that the policy for Design and Technology, in respect of Little Eaton Primary School, has been discussed, approved and ratified by the Governing Body:**

Signed by:

Governors: ..... Date: .....

Headteacher: ..... Date: .....

Next Review date:.....