

# High Ercall Primary School



## Design and Technology Policy

Date of Policy Creation	July 2017	Named Responsibility	Kate Caton
Date of review completion		Named Responsibility	Sarah Roberts
Inception of new Policy	4 <sup>th</sup> Sept 2017	Named Responsibility	
Date of Policy Adoption by Governing Body	Delegated to HT		

## **Introduction and subject definition**

Design and technology prepares children to take part in the development of tomorrow's rapidly changing world. The subject encourages children to become autonomous and creative problem-solvers, both as individuals and as part of a team. It enables them to identify needs and opportunities and to respond by developing ideas and eventually making products and systems. Through the study of design and technology they combine practical skills with an understanding of aesthetic, social and environmental issues, as well as functions and industrial practices. 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 discriminating and informed consumers and potential innovators.

## **The aims of Design Technology teaching are:**

- 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.

## **Planning and teaching**

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. Design technology is usually taught through topic based activities, making it relevant to their learning.

Design and technology is addressed in teacher's long, medium and short term planning. Projects for D&T may link with other areas of the curriculum where appropriate.

Staff use the Projects on a Page scheme of work and cross-curricular projects which fit with the school's long term planning.

The Long Term plan – there is an expectation that D&T projects in Foundation Stage will involve formal adult directed projects each term and weekly informal child initiated tasks.

In KS1 - formal adult directed projects termly and regular opportunities to apply their skills independently.

In KS2 – formal adult directed projects take place in at least 2 terms. This is to allow for flexibility across terms and to allow for intensive assessment periods.

All the projects provide a balance of coverage of all the elements of D&T

Projects could carry over the term or be blocked over a more intensive period of a week

### **The Foundation Stage**

We encourage the development of skills, knowledge and understanding that help reception children make sense of their world as an integral part of the school's work. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the development of the children's knowledge and understanding of the world to the objectives set out in the Early Learning Goals. 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.

### **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 a cupboard in the Breakfast Club Room.

### **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. Risk assessments have been completed for DT activities. See Health and Safety Policy.

### **Monitoring and review**

The monitoring of the standards of children's work and of the quality of teaching in Design and Technology is the responsibility of the subject leader. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in Design and Technology, and providing a strategic lead and direction for this subject in the school. The subject leader reviews and evaluates the action plan, budget and planning annually.

This policy will be reviewed at least every two years.

### Role of Subject Leader

There is a named subject leader who has the responsibility for Design and Technology throughout the school, assisting colleagues who are planning Design and Technology activities and giving practical advice if needed, attending Design and Technology courses and disseminating information to colleagues.

### Assessment

Assessment of D&T carried out during projects and observations and reference to the level descriptors are used as an aid for teacher assessment and future planning and reported to the parents in the annual report.