



Design and Technology Policy

Date of policy:	December 2015
Date last review adopted by governing body:	26 February 2019
Frequency of review:	3 years

1. Introduction

Participating in Design and Technology activities offers the children the opportunity to:

- use creativity and imagination, design and make products that solve real and relevant problems within a variety of contexts and consider their own and others' needs, wants and values;
- acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art;
- become resourceful, innovative, enterprising and capable;
- develop a critical understanding of the impact on daily life and the wider world of a variety of products and designs, through the evaluation of past and present design and technology.

This policy should be referred to in conjunction with the policies on teaching and learning, assessment, marking, e-safety SEND and display. It is the responsibility of all teaching staff to implement this policy.

2. Aims

The aims for teaching Design and Technology at our school have been revised in line with the National Curriculum 2014. Our aims for our children are that they:

- 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.

3. Teaching and learning

All class teachers have the freedom to develop their teaching of Design and Technology in a way that suits their class. This may include a variety of teaching and learning opportunities, such as: whole class teaching and modelling of techniques, collaborative activities, e.g. investigating and evaluating existing products to aid children's design and product making, using construction kits to investigate and model working mechanisms, individual skill development for using tools and equipment safely and effectively, development of evaluation skills – to explore and evaluate a range of existing products. They also evaluate their own ideas and products and design criteria.

Design and technology should be an exciting and practical subject, usually linked to the class theme, which may be taught in a series of lessons or as a block. Each half term teachers plan cooking activities

with the children. As part of their work with food, children are taught where food comes from and to use the basic principles of a healthy and varied diet to prepare dishes.

Opportunities for EYFS D and T learning is found under Expressive Arts and Design in the Early Years Outcomes.

4. Differentiation

- Differentiation can be provided in a number of ways:
- by outcome, by adult support provided, by differentiating resources and the tools used, by differentiating through planning
- Teachers differentiate in the way in which is considered most appropriate for the child, group, skills or objective being taught.

5. Assessment, recording and reporting

Class teachers assess children's work in Design and Technology by making informal judgements as they observe them during each lesson. Any written planning, design or evaluation work is marked in accordance with the school policy. Pupils' skill development may be assessed against any specific objective for the lesson and task and pupils' finished products may be assessed against any given design criteria. Each term the teacher makes a summary judgement about the work of each pupil in relation to the National Curriculum attainment guidance. Teachers track children's progress through a whole school assessment tracker. Teachers also make sure that there is good subject coverage throughout the year. Formal written reports are shared with parents each year.

6. Role of Governors

Governors determine, support, monitor and review the school policies. They support the use of appropriate teaching strategies by allocating resources effectively. They ensure that the building and equipment are safe. They monitor pupil attainment across the school and ensure that staff development and performance management promote good quality teaching.

7. Subject leader role

- To facilitate the development of D and T identified in the School Development Plan.
- To review D and T Policy every three years.
- To work collaboratively with staff to promote continuity and progression.
- To monitor curriculum coverage and children's attainment each term.
- Monitoring including lesson observations, pupil voice surveys, work sampling and climate walks.
- To attend relevant INSET courses, and encourage and support staff where possible.
- To organise and if relevant deliver staff training.
- Monitoring and organisation of centrally held resources.
- Purchase of resources in consultation with staff and in line with the allocated budget.

8. Resources

General Design and Technology resources such as tools etc. are stored in the Design and Technology cupboard which is outside Foxes classroom. Requirements for consumable resources such as card, wood, fabric etc. may change as teachers plan activities to suit their class theme and these are generally ordered as required.

9. Curriculum overview

Design and Technology is taught with a cross curricular approach where suitable and activities are often determined by each class' theme or children's interests.

The long term curriculum maps have been produced using guidance from the National Curriculum 2014 and the statutory themes have been allocated suitably for each year group. More detail can be found in the curriculum map documents.

Design and Technology is taught in the Foundation Stage when opportunities occur as part of the children's interests. Design and Technology makes a contribution to the Early Years Outcomes and the Early Learning Goals of developing a child's 'Personal, Social and Emotional Development', 'Understanding the World' and 'Physical Development' – moving and handling, as well as 'Expressive Arts and Design'.

10. Equality statement

The governors and staff are committed to providing the full range of opportunities for all pupils regardless of gender, disability, and ethnicity, social, cultural or religious background. All pupils have access to the curriculum and the right to a learning environment which dispels ignorance, prejudice or stereotyping.

Where children have a physical disability or have SEND, we aim to provide appropriate support, resources, tasks, equipment and learning experiences that will support their learning in Design and Technology. We do this by setting suitable learning challenges, responding to each child's different needs and providing learning opportunities that enable all pupils to make progress.