



## Policy for Design and Technology

### **Introduction**

This policy document is a statement of the aims, principles and strategies for the learning and teaching of Design and Technology. It was developed through a process of consultation between the Headteacher, class teachers and governors, in relation to existing school policies, and national and LEA guidelines and curriculum orders.

### **The Importance of Design and Technology**

Design and Technology rouses children's problem solving, innovative skills and creativity. It allows them to explore a wide range of technological advances to help them understand and make positive contributions to the highly developed world around them. They compare, plan, design, develop and evaluate functional products using appropriate materials/ingredients and apply practical skills through the safe use of suitable tools.

This policy should be read in conjunction with the following documents:

- The Key Stage 1/Lower Key Stage 2/Upper Key stage 2 Design and Technology Schemes of Work
- National Curriculum
- EYFS Profile
- Computing Policy
- E-Safety Policy
- Teaching and Learning Policy
- Curriculum Policy
- Safeguarding policy
- Health and Safety Policy

### **Aims**

#### **We aim to:**

1. Provide opportunities for children to experience designing, making and modifying.
2. Provide access to a wide range of materials including: card; textiles; construction materials and food.

3. Develop children's design and technology capability using knowledge and skills from a wide range of other curriculum areas.
4. Provide practical activities in which children can investigate and make good quality products, fit for intended purpose.
5. Use the design process whereby ideas may be transformed into objects as they continually evaluate their work.
6. Make opportunities available for children to disassemble, investigate and evaluate products.
7. Plan enjoyable, practical learning experiences that cover all areas of the Design and Technology curriculum.
8. Use the Design and Technology Schemes of Work to ensure progression of skills and attainment in all year groups.

### **Planning**

There is a strong emphasis on the key skills which link all curriculum areas particularly the development of speaking and listening. Our planning for Design and Technology is in line with the Foundation Stage, the National Curriculum for Foundation, Key Stage 1 and 2.

The National Curriculum and The Design and Technology Schemes of Work ensure progression of skills within the elements of: Design; Make; Evaluate; Sheet Materials; Cooking and Nutrition; Construction; Textiles and Computing.

It 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.

### **The use of Information and Communication Technology across the Curriculum**

- Pupils will be given opportunities to apply and develop their ICT capability through the use of ICT tools to support their learning in Design and Technology
- Pupils will be given opportunities to support their work by being taught to: -

- Find things out from a variety of sources, selecting and using the information to meet their needs and developing an ability to consider its accuracy and value
- Develop their needs using ICT tools to amend and refine their work and enhance its quality
- Exchange and share information, both directly and through electronic media
- Review, modify and evaluate their work, reflecting critically on its quality as it progresses.

### **Assessment, recording and reporting**

Assessment is ongoing. Lessons are taught based on the achievement and needs of the children as identified by the previous lesson and level of skill acquired. Achievement in Design and Technology is formally reported to parents on the end of year written report. Strong emphasis is placed on peer support strategies to enable pupils to identify the next steps in their learning.

### **Resources**

Every class is provided with basic equipment and resources for the needs of the class. There is a central store for more specialised equipment. The subject leader, with the support of all teaching staff aims to ensure that specialised equipment is maintained, appropriate and safe.

### **Inclusion**

In recognition of our school's adherence to the principles of equal opportunities we aim to cater for SEN, all ranges in ability, gifted and talented children, ethnic diversity, EAL, gender issues, disability issues and social inclusion. Our planning, resources and delivery of the curriculum will reflect this. Emphasis is placed on meeting the diverse needs of children through a variety of learning and teaching styles.

### **Review and Evaluation**

Policy review will be undertaken annually by the subject leader, and where significant issues arise, discussed by the whole staff. Monitoring by the subject leader is on-going and takes a variety of forms: classroom observations; pupil voice; learning walks; sampling and scrutiny of planning and work etc.

**Policy date: April 2017**

**Policy review date: April 2018**

**Subject leader name: Natalie O'Neill**

