Design and Technology Policy

St Werburgh's CE Primary School

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Revised by Maddie Price

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St Werburgh's CE Primary School

Policy Document

Design and Technology

Introduction
This policy has been informed by National Curriculum 2014 guidance for Design and Technology. Our curriculum framework shows through a rolling programme of creative topics, how and when Design and Technology is taught in the Foundation Stage (under the heading Expressive Arts and Design) and within each Key Stage.

Rationale
At St Werburgh's Primary School we believe Design and Technology is essential to prepare pupils to participate in tomorrow's rapidly changing technologies. Teachers encourage children to develop their investigating, designing, making and evaluating skills by thinking and intervening creatively.

Since September 2014, a New National Curriculum has been in place. The staff at St Werburgh's have reviewed and adapted the Design and Technology curriculum in light of these changes.

The main changes to Design and Technology include:

• The focus of mouldable materials is now a major part of the curriculum in both key stages
• There is now far more emphasis on computing in the Design and Technology curriculum
• Textiles also plays a major part across the school
• In Design and Technology a greater time is given to developing ideas and prototypes.
• The design cycle has become more explicit and more emphasis is now placed on planning, reflection and evaluation
• Production of food for consumption

Aims
At St Werburgh's Primary School the teaching of 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.

Attainment Targets
By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. The Design and Technology Association (DaTA) has created a Progression Framework which should be used to set appropriate targets for pupils when planning. Planning should ensure that it aims to meet the attainment targets for any given year group.

The Curriculum and Planning

Design and Technology is organised according to the guidelines set out in the National Curriculum 2014. Knowledge, skills and understanding of Design and Technology is covered through; exploring and developing ideas, investigating and making and evaluating and developing work. Activities will be appropriate to the age and ability of the pupil.

In Key Stage 1 and 2, Design and Technology is taught through a topic based curriculum. Planning is linked to half-termly topics on a two year cycle. All year groups follow the Edison Learning Curriculum, which is designed to meet the attainment criteria for each stage of Primary Education.

Special Events
Each year, a themed week with a given (relevant) focus takes place. All year groups take part in the Design Technology week, which is an opportunity for children to either practise existing skills or to learn new skills and techniques, designing products and items to meet a given brief.

Foundation Stage

Design and Technology in the Foundation Stage is an integral part of the topic work covered during the year. We relate the technological aspects of the children's work to the objectives set out in the Early Learning Goals, particularly within the area of Expressive Arts and Design. Starting in 2018 the EYFS will be introducing a woodworking area to their provision. The aim of this addition is to provide children with the opportunity to learn key technical skills and to build their independence and creativity through active and engaging self-led projects.

Cross Curricular Skills

Design and Technology draws upon children's knowledge and skills in other subjects, particularly Science, Computing, Mathematics, Language, History, Art and PHSE. To support their design and making we will try to encourage children to obtain, prepare, process and present and to communicate ideas with increasing independence. Design and Technology can be made relevant by using interesting contexts for the children's activities. Where possible, children design and make responding to real needs and opportunities, or those in which they can relate to.

Equal Opportunities

Children of all abilities can benefit from the study of Design and Technology. Both boys and girls should be encouraged to take an active part in designing and making. We should aim to use a stimulus for technology which appeals to both boys and girls and will enable children to develop their own interests, skills and experiences.

We believe that a broad and balanced Design and Technology curriculum is the entitlement of all children within school. We continuously strive to ensure equal provision of Design and Technology for all children regardless of their gender, race, religion, class or physical or intellectual ability.

We achieve these goals by:

- Using a variety of teaching styles.
- Using teaching assistants to support children where possible.
- Differentiating tasks where appropriate.
- Ensuring that teaching content is relevant and accessible to all pupils.
- Ensuring our expectations do not limit pupils achievements.

Assessment, Recording and Monitoring

Assessment is a continuous process. Informal assessments are made during each lesson, in the form of questioning and observation. At the end of each lesson work completed by the pupils is reviewed and comments and advice (instructive and motivating) are given. This process informs future planning and allows the teacher to target those pupils who may be struggling or demonstrate a high ability. Pupils should be given time during each lesson to reflect upon and evaluate their work as the changes to the National Curriculum have placed more emphasis on these skills, therefore this should form part of teacher assessment.

More formal assessments are collected at the end of each topic by the Design and Technology coordinator. Judgements are made against the National Curriculum requirements for each year group and children are recorded to be **working at the expected level**, **towards the expected level** or **at greater depth**. Examples of work, including photographs are kept for the school portfolio.

Resource Management

Design and Technology requires a varied and wide-ranging selection of resources. It is the responsibility of the Design and Technology coordinator to ensure that such resources are available to the teachers in school, and teachers are also encouraged to inform the coordinator of any additional resources which they may require. A variety or resources are available in school, and these are replenished and added to as required. For food hygiene and safety, please see additional policy ‘Food Hygiene and Safety’.

Safety Guidelines

Guidance on safety issues is given within each unit of work and is specific to the activities being carried out. In general, when working with tools, equipment and materials pupils should be taught:

- about hazards, risks and risk control
- to recognise hazards, assess consequent risks and take steps to control the risks to themselves and others
- to use information to assess the immediate and cumulative risks
- to manage their environment to ensure the health and safety of themselves and others
- to explain the steps they take to control risks

Teachers are required to recognise and determine what level of health and safety issues there are and ensure that they refer to the school's Health and Safety Policy when planning lessons.

Parental Involvement

Parental help is encouraged and welcomed. Parents are generally called upon when the topic requires an extra pair of hands.

Roles and Responsibilities

The coordinator will work alongside the head teacher and has responsibility for:

- monitoring the progression of the Design and Technology curriculum
- supporting staff in the teaching of their activities within the scheme of work
- the day to day maintenance of equipment
- ordering new equipment and materials
- organising in service training for staff
- keep track of new developments

Review

This policy will be reviewed by the Design and Technology coordinator every three years. Appropriate modifications will be made at the time of reorganisation.

M Price
May 2018