



Design and Technology Policy

1. Aims and Objectives

1.1. Design and technology helps to prepare children for the developing world. The subject encourages children to become creative problem solvers, both as individuals and as part of a team. Through the study of design and technology, they combine practical skills with an understanding of aesthetic, social and environmental issues. Design and Technology helps all children to become discriminating and informed consumers and potential innovators. It should assist children in developing a greater awareness and understanding of how everyday products are designed and made.

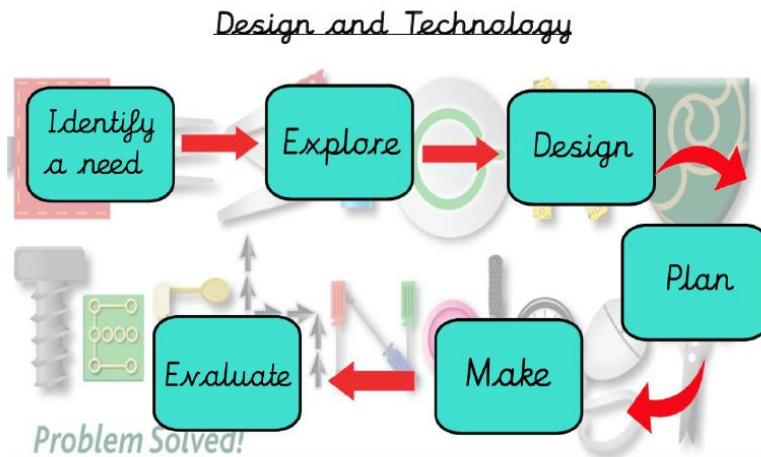
1.2 The aims of design and technology in our school are:

- 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 foster enjoyment, satisfaction and purpose in designing and making;
- To use ICT software to assist our designing and learning.

2. Teaching and Learning Style

2.1 We use a variety of teaching and learning styles in design and technology lessons. 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. All ideas will be treated with respect. Children critically evaluate their own work and that of others. They have the opportunity to use a wide range of materials and resources, including ICT.

2.2 Children will be given the opportunity to follow the DT processes. This involves intent and purpose, explore, design, plan, make and evaluate.



Focused practical tasks provide opportunities to learn and practice particular skills and knowledge.

2.3 Learning for all

We teach design and technology to all pupils, whatever their ability. We provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. A pupil passport may include, as appropriate, specific targets relating to design and technology, such as motor skills.

Children can work individually, or as part of a team, in order to share ideas. Support is used in the form of pictorial prompts to explain the DT processes. Supportive equipment can be used, such as easy to hold rulers, training scissors and smaller hammers.

2.4 Gifted and Talented Pupils.

We aim to ensure that we recognise and support the needs of all our children and enable them to develop to their full potential. Make sure we challenge the children's thinking through individual questioning and expectations. The children will be encouraged to think and work independently and collaboratively evaluating, extending and improving their ideas.

3 Design and Technology Curriculum Planning

3.1 As we have implemented a new skills based curriculum, the teachers can also follow detailed lesson guidance, which covers all of the necessary milestones. Many skills repeat every two years, ie woodwork, but cookery is covered in Years 2, 3, 4 and 6. Sewing

is covered in Years 1 and 5. Progression of skills is shown through the different milestones.

3.2 We plan activities in design and technology so that they build upon their prior learning of the children. We give children of all abilities the opportunity to develop their skills, knowledge and understanding and ensuring progressive challenge, breadth and depth to their design and making.

4 EYFS

4.1 We encourage the development of skills; knowledge and understanding that help children in EYFS to make sense of their world as an integral part of the school's work. 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 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. These activities, indoors and outdoors, attract the children's interest and curiosity.

5 Contribution of design and technology to teaching in other curriculum areas.

5.1 English

Design and Technology contributes to the teaching of English in our school by providing valuable opportunities to reinforce what the children have been doing in their English lessons. The evaluation of products requires children to articulate their ideas and to compare and contrast their views with those of other people. Through discussion children learn to justify their own views and clarify their design ideas. We aim for the children to use a range of increasingly technical vocabulary when talking or writing about what they might change as their work develops.

5.2 Computing

We use computing to support design and technology teaching. Makey Makey kits are used in Year 4 and Microbits in Year 6, where circuits are used to assist in the creation of their products.

Throughout Key Stage One and Two, the children use Seesaw to record evidence of their work.

5.3 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. Through their understanding of personal hygiene they also learn how to prevent disease from spreading when working with food and to understand the safety aspect when working with raw and uncooked foods.

5.4 Spiritual, moral, social and cultural development

Group work allows children to work together and they understand how we expect them to do this. Collaborative work in design and technology develops respect for the abilities of others and a better understanding of themselves. In addition, they develop a respect for the environment, for their own health and safety and that of others. They learn to appreciate the value of similarities and differences. A variety of experiences teaches them to appreciate that all people are equally important and learn how to help each other overcome problems they may encounter and to share strategies to solve them.

6. Assessment and Recording.

6.1 Teachers assess work in design and technology by making observations of the children working during lessons. Evidence is recorded in books, or on Seesaw. Insight assessment is used to highlight the children that have achieved specific milestones, or those that are working towards goals.

6.2 The design and technology subject coordinator can monitor and review evidence of the children's work in their individual portfolios.

7. Resources.

7.1 Our school has a wide range of resources to support the teaching and learning of this subject across the school. Classrooms have some basic resources, with the more specialised equipment being kept in the design and technology store.

8. Monitoring and Review

8.1 The monitoring of the standards of children's work and of the quality of teaching in design and technology is the responsibility of the design and technology subject coordinator. Their work also involves supporting colleagues in the teaching of this subject, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The subject coordinator will regularly use pupil voice, book scrutinies and where possible learning walks, to monitor the progress of the subject and the children's learning.

Design and Technology Policy Statement regarding the use of Food

When working with food:

*An adult will be required to supervise activities involving cooking and food handling/preparation.

*When undertaking food activities the appropriate Health and Safety Procedures must be adhered to.

*When working with food all children should follow personal hygiene guidance (tie back hair, clean apron, use of blue plasters and washing hands)

*Teachers should check the dietary needs of the children in their class to identify any foods that should not be available to specific children, or groups of children.

*Any perishable food should be stored in a fridge.

*Only the equipment in the food cupboard, which is for food use only, should be used.

*Glass and wooden items should never be used.

*Ensure that the plastic work sheets, especially for use with food, cover the desk area. This sheet should be wiped down with a steriliser.

*Only use equipment set aside to use with food.

*Set aside an area for children to wash their hands.

*Teachers taking part in any food activity should dress appropriately and follow the same procedures as the children with regard to any rules regarding personal hygiene.

*Ensure that all equipment is cleaned and put away in the food cupboard.

*Ensure that all children use their own equipment when tasting food.

*Certain spoons should be identified and used when placing food onto plates for children to taste food, teachers/TA's need to ensure children do not use their own.

10 Health and Safety

When using specific equipment such as hacksaws, hammers, manual drills and glue guns, children must be supervised. Adult to child ratio must be appropriate to the activity e.g. closer supervision on activities such as use of a glue gun.

Safety procedures must be explained to the children. These are on laminated sheets with the equipment.

Signed (Coordinator): Mrs. Fames

Link Governor: Mr Newham

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