



Design and Technology Policy

Agreed at (please indicate with a *):

- Full Governing Body Meeting _____
- Children and Learning Committee Meeting _____*
- Resources Committee Meeting _____

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Design and Technology Policy

1. Introduction

a) This document is a statement of aims, principles and strategies for the teaching and learning of design and technology at Stamford Green Primary School. Design and technology develops children's skills and knowledge in design, structures, mechanisms, electrical control and a range of materials, including food. It inspires children's creativity and encourages them to think about important issues. It shows them how to turn ideas into reality and combine practical skills with an understanding of aesthetics, social and environmental issues.

2. Aims and Objectives of Teaching Design Technology

- a) To develop the children's designing skills: generating and developing ideas, clarifying a task, creating design proposals, communicating ideas, planning and evaluating.
- b) To develop the children's making skills: working with materials and components, tools and processes, eg planning, measuring and marking out, cutting and shaping, joining and combining, finishing and evaluating.
- c) To develop knowledge and understanding.
- d) To develop their capacity to create high quality products through combining their designing and making skills with knowledge and understanding.
- e) To nurture creativity and innovation through designing and making.
- f) To develop an understanding of technological processes, products, their manufacture and their contribution to society.
- g) To apply value judgements of an aesthetic, economic, moral, scientific and technical nature.
- h) The aims will be achieved through: assignments in which pupils design, make and evaluate products; focused practical tasks in which pupils develop and practise particular knowledge, and activities in which pupils investigate, disassemble and evaluate simple products.

3. Key Concepts

- a) There are key concepts to be taught and developed across the key stages:
 - i. Generating, developing, planning and communicating ideas
 - ii. Designing purposeful, functional, appealing products for themselves and other users based on design criteria
 - iii. Working with tools, equipment, materials and components to make quality products
 - iv. Evaluating process and products
 - v. Knowledge and understanding of materials and components

4. Strategies for the teaching of Design and Technology

- a) The Design and Technology curriculum is organised on a topic basis. In both key stages it will be taught regularly or through a blocked period of time. Planned activities will take account of pupils' previous experience and teachers will plan specific activities and experiences to provide adequate development of the skills, knowledge and understanding associated with the subject. Where relevant, digital resources, use of primary and secondary sources, visits and visitors will be incorporated into planning to enhance the teaching of design and technology.

- b) Adult helpers are used to assist in the classroom by supporting group activities, on visits and in providing extra help for children with particular needs.
- c) Pupils with special educational needs receive extra support where appropriate. Work is differentiated to take account of all children's abilities. Able pupils' ideas will be extended through questioning and through the provision of extension activities.
- d) High standards in design and technology are celebrated in displays and presentations including:
 - i. Displays of artefacts and objects designed;
 - ii. Communication of the results of investigations, design briefs and modifications during whole school or whole class gatherings
 - iii. Written work showing the DT processes which led to the finished product, with use of annotated diagrams
 - iv. Photographs of work in progress, finished products and children in the process of designing, making and evaluating.
- e) Planning is a process in which all teachers are involved. A curriculum map for design and technology has been developed. Lessons are planned by individual teachers within year groups and these are monitored by the design and technology coordinator.

5. The role of the design and technology leader

The leader is to:

- a) Take a lead in the development of policy and the implementation of the DT curriculum
- b) Have an overview of design and technology teaching throughout the school
- c) Support colleagues in their development of planning and implementation of DT in assessment and record keeping activities
- d) Take responsibility for ordering, storage and the updating of design and technology resources
- e) Identify needs for staff development and recommend INSET where appropriate
- f) Keep up to date with developments in design and technology education and disseminate information to colleagues as appropriate
- g) Monitor progress through consultation with colleagues, classroom observation and scrutiny of children's discovery books

6. Strategies for assessment, recording and reporting

Teachers will respond to and share children's work by:

- a) Marking written work in line with school marking policy
- b) Observing the children while they are working
- c) Keeping appropriate pieces of work in the child's books; photographs may be taken to form a visual record of the individual or group achievement
- d) Making judgements on whether a child has not met, has met or has exceeded the expectations for that year group based on the school's Design Technology programme of study
- e) Reporting verbally to parents at parent consultation evenings
- f) During and on completion of a piece of work children self assess their work and the work of their peers

7. Inclusion

- a) This policy is to be read in conjunction with the school's equal opportunities and racial equality policies. All pupils, regardless of race or gender, are entitled to equal access to the DT curriculum. If underachievement of a particular group is identified through classroom observation or work sampling then this will be targeted in future planning.

8. Health and safety issues

- a) To be read in conjunction with the school's Health and Safety Policy
- b) Pupils will develop knowledge and understanding of health and safety implications for designers, makers and consumers, including:
 - i. Assessing risks to themselves and others
 - ii. Taking action to control these risks
 - iii. Recognising hazards to themselves and to others in a range of products, activities and environments
 - iv. Using equipment in accordance with health and safety requirements
 - v. Understanding the need for safe practice in using tools and materials and how to achieve this
- c) All adults working with pupils in DT will be made aware of the health and safety implications and of the school's first aid policy
- d) Risk assessments are carried out as appropriate by the class teacher and include any children with food allergies