

Abacus Primary School

Design and Technology Policy

Written By: Miss K Hodkin (Subject Leader)

December 2019

By: FGB

Future review date: December 2020



Design and Technology (D&T) Policy

Updated December 2019

Mission Statement

Aspire, Believe, Achieve, Create, United, Success

What is Design and Technology?

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

Aims and purposes

The national curriculum for D&T 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.

Statutory Requirements

Statutory requirements for the teaching and learning of D&T are set out in the National Curriculum (2014) and on the Early Years Foundation Stage (Expressive Arts & Design).

Content

Foundation Stage

Exploring and Using Media and Materials

This is about how children experiment with media and materials finding out about their properties and modifying and manipulating them. It includes exploring sounds, patterns, movement and different tools and techniques.

Being Imaginative

This is about children's explorations into the world of pretence, building on their experiences of the real world and transforming them into something new - whether through role play, music, pretend play, block play or small world play or a range of other areas.

Key stage 1 and 2

Design, Make, Evaluate and Technical Knowledge

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts.

Cooking and Nutrition

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

Teaching strategies

These will include:

- Enabling pupils opportunities to research and review existing products as part of the designing process such as mood boards and annotated sketches.
- Modelling the making process which gives pupils chances to apply their technical knowledge.
- Enabling pupil's opportunities to evaluate their products as part of the evaluating process.
- Giving children the opportunity to work in pairs, groups and individually to assist the learning process.
- Enabling pupils the opportunity to communicate their findings visually, orally and in written form.
- Ensuring that pupils have the opportunity to use ICT.

Planning

- Teachers will use agreed planning formats for foundation subjects.
- Planning a product should cover all the processes: design, make, technical knowledge and evaluation.
- Teachers will use the National Curriculum and Milestones to assist planning and ensure coverage and progression.
- Activities will be differentiated where appropriate and children will be taught according to individual/specific needs.
- Where possible, teachers will plan lessons that are cross-curricular and that also give opportunities for extended writing.

Resources

To support the teaching of these processes, the school is equipped with resources for textile, construction, mechanisms and electronics. At present, all hand tools and small consumable items are kept in a technology trolley that can easily be wheeled to each classroom or in storage boxes the Art Cupboard.

The school is equipped with a small purpose built kitchen (referred to at the little kitchen) which is equipped with fridge, oven, hobs and cooking equipment and utensils.

As the manufacturing industry progresses and technology develops, the needs and requirements for teaching D&T in school will change accordingly. It is therefore expected that the resources for Design and Technology will be need to be reviewed and replaced as necessary.

If any resources need replacing, please speak to the D&T co-coordinator as soon as possible

Equality of opportunity

All children will be given the opportunity to access D&T. Each child is valued, respected and challenged regardless of race, gender, religion, social background, culture or disability.

Assessment

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.

Pupils learning will be assessed by:

- Evaluating the learning that has taken place in lessons
- Marking work in line with the Marking and Feedback Policy
- Teacher and pupil discussions about understanding
- Achievement in D&T will be assessed after each topic against target tracker

The role of the co-ordinator

The role of the co-ordinator is to:

- Take the lead in ensuring that continuity and progression are achieved throughout the school.
- Support colleagues in planning appropriate work suitable to the unit of D&T being studied and appropriate to pupils.
- Assist colleagues in the delivery of D&T lessons.
- Monitor progress in D&T in conjunction with the assessment leader.
- Support staff development through CPD training and visitor talks.
- Organise resources to ensure that they are sufficient to meet the needs of the curriculum.

Conclusion

This policy also needs to be in line with other school policies and therefore should be read in conjunction with the following school policies:

- Teaching and Learning Policy
- Assessment Policy
- Marking and Feedback Policy
- Special Educational Needs Policy
- ICT Policy
- Equal Opportunities Policy
- Health and Safety Policy

December 2019

Miss Hodkin

Review Date: December 2020