Design and Technology Policy

Warden House Primary School

Rationale:

Design and technology is an inspiring and practical subject. Pupils design and make products that solve real and relevant problems within a variety of contexts, thinking about their own needs and those of others. Design Technology has strong links with Science, Mathematics, Communication Technology and Art. Pupils learn how to think creatively and complete tasks practically developing a range of skills. Through the evaluation of past and present designs pupils can understand the way technology works in their own lives and that of others.

Aims:

The national curriculum for 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

Objectives for Warden House:

- To develop imaginative thinking in children and explain what they like and dislike when designing and making.
- To understand how things work and use this knowledge to create their own designs.
- To select appropriate skills and equipment for tasks and to use tools and equipment safely.
- To develop understanding of technology processes and products and how they affect the world we live in.
- To develop a variety of ways to show their design process through drawings, prototypes, discussion and ICT where appropriate.
- To enjoy completing practical design and make activities.
- To develop cross-curricular skills in practical situations.

Teaching and Learning:

- Within Technology a variety of teaching and learning styles are employed with pupils encouraged to think creatively to develop ideas, plan and make artefacts. Pupils learn to think critically as they evaluate their own and other's work as well as manufactured products.
- Pupils are given opportunities to work as a class, individually and collaboratively in groups.
- They work with a wide variety of materials and resources.

- Children's different abilities are catered for by matching the challenge of the task to the needs of the child. More able children are challenged through extended activities whilst weaker pupils are supported through additional adult support or adapted tasks.
- Technology is generally taught through curriculum topics to enrich the learning of pupils. Links with other subjects are promoted wherever possible and are especially relevant for Mathematics, Science, ICT and Art. Speaking and Listening is also a key component especially in collaborative tasks. PSHE is also covered effectively through some DT activities.
- Year groups choose their own technology tasks following the school framework that ensures a broad and progressive coverage of skills and materials.

The Foundation Stage:

Pupils develop their Technology skills through the objectives of the Early Learning Goals. They work on investigating and using a variety of construction kits, materials, tools and products. The emphasis is on developing confidence and physical skills in a wide variety of contexts.

Resources:

Individual classrooms have basic equipment such as cutting and joining materials. Tools and more specialised resources are stored in the Design Technology Cupboards. Due to the nature of some of the equipment stored in this room children are not allowed to enter unless accompanied by an adult.

A range of resources are available from the cupboard but where particular equipment is required by a year group that is not generally provided the Design Technology Coordinator can order items specifically.

Health and Safety:

General requirements for Health and Safety apply in this subject as in all others. In addition particular care needs to be taken when using tools. These should be checked before use, be age appropriate and children should be trained in how to use them safely. Particular care should be taken when glue guns are being used (year 4 upwards)

Children are taught to follow proper procedures for food safety and hygiene.

Assessment:

Teachers assess children's work in Design and Technology by making assessments on the design process and by observing them working during lessons in practical work. Progress is assessed against the learning objectives for their lessons. Pupils are encouraged to assess their own and each other's work. Teachers will make an assessment for each pupil in the annual report.

Monitoring and Review:

The Subject Leader is responsible for coordinating the Design Technology curriculum, supporting colleagues with resources and direction and ensuring a broad and balanced range of skills are taught.

Reviewed by: R Hackett – July 2019