

Design and Technology Policy

Bidston Village CE Primary School

'Love faith, love people, love learning'



Genesis 1:1 In the beginning, God created the heavens and the earth.

Approved by:

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1. Our Vision

Through a positive caring environment, we provide the opportunity for every child to reach their full potential by embracing Christian values.

2. Objectives

Design and Technology prepares children to take part in the development of today's rapidly changing world. Creative thinking encourages children to make positive changes to their quality of life. The subject encourages children to become independent and creative problem-solvers, both as individuals and as part of a team. It enables them to identify needs and opportunities and to respond by developing ideas and eventually making products and systems. Through the study of Design and Technology they combine practical skills with an understanding of aesthetic, social and environmental issues, as well as functions and industrial practices. This allows them to reflect on and evaluate present and past Design and Technology, its uses and its impacts. Design and Technology helps all children to become discriminating and informed consumers and potential innovators

The aims of Design and Technology 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 explore attitudes towards the 'made' world and how we live and work within it;
- to develop an understanding of technological processes, products, and their manufacture, and their contribution to our society;
- to foster enjoyment, satisfaction and purpose in designing and making.

3. Teaching

The school uses a variety of teaching and learning styles in Design and Technology lessons. The principal aim is to develop children's knowledge, skills and understanding in design and technology. 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. Within lessons, we give children the opportunity both to work on their own and to collaborate with others, listening to other children's ideas and treating these with respect. Children critically evaluate existing products, their own work and that of others. They have the opportunity to use a wide range of materials and resources. In all classes there are children of differing ability. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- setting common tasks that are open-ended and can have a variety of results;
- providing a range of challenges through the provision of different resources;
- utilising additional adults to support the work of individual children or small groups.

4. Health and Safety

The general teaching requirements for health and safety apply in this subject. Children are taught how to follow proper procedures for using tools and equipment along with food safety and hygiene. We have risk assessments for the teachers to facilitate a safe working environment.

5. Curriculum

Design and Technology is a foundation subject in the National Curriculum. Our school is following Curriculum Essentials. Our long-term plan maps out the units covered in each term during the different key stages and allows for progression throughout the year groups. Our medium-term plans, which we use from Curriculum Essentials identifies learning objectives and outcomes for each unit, resources required and ensure an appropriate balance and distribution of work across each term, year group and Key Stage. They are adapted as necessary by the year group teachers according to circumstance. We plan the activities in Design and Technology so that they build upon the prior learning of the children. We give children of all abilities the opportunity to develop their skills, knowledge and understanding and we also have planned progression into the scheme of work, so that the children are increasingly challenged as they move through the school.

6. Early years foundation stage

We encourage the development of skills, knowledge and understanding that help the children in our Early Years make sense of their world as an integral part of the school's work. As the Sunflowers, Nursery and Reception classes are part of the Early Years Foundation Stage we relate the development of the children's Knowledge and Understanding of the World and Expressive arts and design to the objectives set out in the Early Learning Goals and Development matters. These underpin the curriculum planning for children aged up to five. This learning forms the foundations for later work in Design and Technology. 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. We provide a range of experiences that encourage exploration, observation, problem solving, critical thinking and discussion. These activities, indoors and outdoors, attract the children's interest and curiosity.

7. Assessment for learning

Teachers assess children's work in Design and Technology by making assessments as they observe them working during lessons. Teachers collect examples of the children's work and forward them to the coordinator for inclusion in the Design and Technology portfolio. This evidence may be paper-based or electronic. The Design and Technology subject leader keeps evidence of the selection of children's work at different ability levels, forwarded by class teachers, in a portfolio.

8. Resources

Our school has a wide range of resources to support the teaching of Design and Technology across the school. Classrooms have a range of basic resources, with the more specialised equipment being kept in the Design and Technology school store. Audits will be carried out regularly to monitor the resources, any shortfalls should be reported to the coordinator who will arrange for replenishment. This room is not accessible to children without adult supervision.

9. Monitoring and Review

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 co-ordinator. The work of the co-ordinator also involves supporting colleagues in the teaching of Design and Technology and providing a strategic lead and direction for the subject in the school.

