



Design and Technology Policy 2018

Introduction

At Great Coates Primary School we are committed to providing all children with learning opportunities to engage in design and technology. We believe that the subject prepares children to take part in the development of tomorrow's rapidly changing world. We feel that design and technology encourages children to become more autonomous and creative problem-solvers, both as individuals and as part of a team and that this creative thinking encourages children to make positive changes to their quality of life. The subject 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 we combine practical skills with an understanding of aesthetic, social and environmental issues, as well as functions and industrial practices. This allows children 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.

Our Aims

- 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.

Curriculum

Children follow the 2014 National Curriculum for design and technology which sees them undertake a broad and balanced programme that takes account of abilities, aptitudes and physical, emotional and intellectual development. Children of all abilities

have the opportunity to learn and develop a range of skills, concepts, attitudes, techniques and methods of working.

Health and Safety

At Great Coates Primary School risk assessments are carried out where needed in accordance with our Health and Safety policy. Resources are regularly checked for safety and relevance and new items may be purchased as needed.

Cooking and Nutrition

When working with food:

- Adults are required to supervise activities involving cooking and food handling / preparation.
- All children should follow personal hygiene guidance.
- 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.
- Only the equipment which is for food use only, should be used.
- Ensure that all equipment is cleaned and put away.
- Ensure that all children use their own equipment when tasting food.

Design and Technology

Adults should ensure:

- Surfaces are kept clean and tidy and all tools used must be of good quality, in good condition and stored safely.
- Direct safety instructions should be given to children each time they undertake a design and technology activity.
- Children should be given suitable instruction on the operation of all equipment before being allowed to work with it.
- Children should be supervised in their use of equipment. Adult to child ration is appropriate to the activity e.g. closer supervision on activities such as use of a glue gun.
- Children should be taught to recognise and consider hazards and risks and to take action to control these risks, having followed simple instructions.

Resources

There are a wide range of resources available for the use of all staff to support the teaching of design and technology lessons across the school. Classrooms may have a range of basic resources, but the majority of equipment is stored in the Key Stage cupboards in the corridors. Additional resources and equipment can be found in the (Art / DT) cupboard near the office in the downstairs corridor. Visits may be planned to enhance learning and provide hands on experiences and people with an interest, or expertise in a particular topic or area could be invited into school to work with children.

Teaching and Learning

Great Coates Primary School uses a variety of teaching and learning styles in design and technology lessons, the subject may be covered in blocks of taught time, as part of a topic, or in short skills-based activities where necessary. Design and technology has relevance across the curriculum and links with other subjects throughout the school and is often linked to the topic being studied within the class.

Teachers at Great Coates Primary School use a variety of teaching and learning styles in design and technology lessons, however, all lessons have clear learning objectives which are shared and reviewed with the pupils. 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, including ICT.

Assessment, Recording and Reporting

Teachers assess children's work in design and technology during lessons and on completion of work using a range of formative assessment strategies including; self-assessments, peer marking, the use of talk partners and end of work teacher evaluations. At the end of each unit teachers make a judgement against the National Curriculum end of key stage expectations. This information is reported to parents in the annual report to parents.

The Role of the Co-ordinator

The design and technology subject leader is responsible for keeping an overview of the standard of children's work and for the quality of teaching. The work of the subject leader also involves supporting colleagues, being informed about current developments and providing a strategic lead and direction for the subject in the school. They also ensure that resources are available and order new or replacement items when appropriate. The design and technology subject leader is also responsible for developing assessment strategies and overseeing data to track pupil progress and raise standards within the subject.

Equal Opportunities, Inclusion & Differentiation

At Great Coates Primary School all children have equal access to design and technology lessons, regardless of race, culture, religion, social background, gender or academic ability. Design and technology is an integral part of the school curriculum and supports the provision of a balanced education for all children. We recognise that we have children of differing ability in all our classes and teachers therefore plan to provide suitable learning opportunities for all children by matching the challenge of the task to

the ability of the child to ensure all pupils feel valued. We achieve this through a range of strategies that are essential to developing a more inclusive curriculum:

- Setting common tasks that are open-ended and can have a variety of responses.
- Setting tasks of increasing difficulty where not all children complete all tasks.
- Grouping children by ability and setting different tasks for each group.
- Providing a range of challenges through the provision of different resources.
- Using additional adults to support the work of individual children or small groups.
- Appropriate tools and equipment are provided to ensure that all pupils have sufficient access to the design and technology curriculum.
- Ensuring that children with Special Educational Needs will be given an equal opportunity to study design and technology. These children will be provided with all of the necessary materials to succeed and be inspired, supported by their 1-1 support where necessary.

Reviewed by: Kathryn Baxter

Date: September 2018

Next Review Date: September 2021