



Design and Technology Policy

Reviewed: February 2017

Next Review: January 2019

Signed: by Headteacher:

Date:

Signed by Chair of Governors:

Date:

Aims of the School

The school's intention is to achieve a broad, balanced curriculum in line with the Government's requirements for core and foundation subjects.

- All children are artists and will have equal opportunity to express themselves through Design and Technology.
- As far as possible the Design and Technology curriculum should be integrated into class thematic work as well as being taught in its own right
- Children's understanding and experience of Design Technology should be multicultural, leading to a greater understanding and tolerance of the wider world and community.

Policy Aims and Purpose

This policy statement outlines the purpose, nature and management of the teaching and learning of Design & Technology throughout the school. This policy and implementation is the responsibility of the staff and is overseen by the subject Leader and Senior Management Team.

Its aim is to communicate to staff, Governors, parents and visitors, how D&T is taught throughout Rivers Primary Academy.

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.

Rationale

Design and Technology is a foundation subject of the National Curriculum. We aim to develop skills of design and making through focused practical tasks. We aim to encourage children to be creative and innovative. We aim to promote an awareness of values and attitudes to the made world and how we live and work within it.

Subject Content

Key stage 1

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 [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].

When designing and making, pupils should be taught to:

Design

- Design purposeful, functional, appealing products for themselves and other users based on design criteria

- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.

Make

- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria

Technical knowledge

- build structures, exploring how they can be made stronger, stiffer and more stable
- explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

Key stage 2

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 [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].

When designing and making, pupils should be taught to:

Design

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world

Technical knowledge

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]

- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- apply their understanding of computing to program, monitor and control their products.

Recording and Assessment

The child's development of skills and understanding will be recorded on individual records of achievement. Assessment of progress will be on-going by the teacher throughout the year and will be carried out by observing, photographs and evaluating completed projects.

Inclusion

Special Educational Needs are monitored by class teachers and extra opportunities are organised for children to develop skills. Tools are adapted where appropriate. Talented pupils are identified and registered. They are encouraged to take part in extra curricular activities, workshops with visiting artists and opportunities outside school.

Proposals

1. To meet the requirements of the National Curriculum.
2. To promote an exciting and, varied, balanced curriculum.
3. To provide continuity and progression throughout the school.
4. To encourage children to work independently and collaboratively.
5. To provide all children, irrespective of race or gender, with equal access to experiences that will develop their ability.
6. To ensure that skills learnt in Literacy, Science, Maths, ICT and Art should be practised and developed through Design and Technology.

Role of Subject Leader

Design & Technology is managed by the D&T subject leader who –

- Orders and organises resources
- Monitors and advises on planning for art
- Monitors lesson delivery, coverage and work produced
- Identifies areas for staff development
- Collects samples of work

Role of Class Teacher

Class teachers are expected to –

- Plan for DT lessons including the use of differentiation
- Organise classrooms appropriately
- Collect evidence
- Write reports to parents
- Complete a record of pupils achievement

This work is overseen by the Senior Management Team.

Health and Safety

- Pupils are taught how to use all tools and materials safely

- Materials and tools are kept safely i.e. craft knives, dyes and glue guns are kept in a locked cupboard
- The LA policy for health and safety is followed.

Learning Resources

- Resources are kept in a designated cupboard.

J.Bodington- February 2017