



Inmans Design and Technology Policy

At Inmans, we believe the teaching of Design and Technology (D&T) is an important part of the development of children. It encourages children to work as individuals or as part of a team, when they have to consider their own and others' needs, wants and values. It is a practical subject in which the children can use their imagination to design and make products that solve real and relevant problems in a variety of contexts. Pupils learn how to take risks becoming resourceful and innovative. The children find creating these things exciting, inventive, and great fun. Children learn about the world around them and how technology has brought about change.

The Design and Technology curriculum includes:

- The curriculum followed is that of the Design & Technology Association of which Inmans is a member. 'Projects on a Page' provides clear design processes for each individual project.
- 'Iterative' designing and making process
- Pupils to create products using a wide range of materials
- Evaluation of own ideas and products
- Investigating and analysing existing products
- Using design criteria in KS1
- Use of annotated sketches, cross-sectional and exploded diagrams in KS2
- Cooking and nutrition compulsory for both key stages – principles of healthy diet; where food comes from; seasonality and how food is grown and processed.
- Cultural capital – through the careers focus we look at the ways in which design and technology have contributed to the world in which we live.

Guidelines

The teachers cover the D&T units in ways which benefit the class. They either teach it weekly or may prefer to use a block of time to complete the work depending on the unit. Their individual planning will indicate which method they have chosen.

The teachers use a mixture of whole class teaching and individual/group activities within their lessons. Children have the opportunity both to work on their own and to collaborate with others. They are encouraged to listen to and comment on the work of their friends.

Links with other Curriculum Areas

We recognise that D&T has links with many other curriculum areas and make use of these wherever possible e.g.;

English – instructions, recounts, explanations, evaluations.

Maths – measuring, number, area, shape.

PSHE – responsibility, health and diets, respect for the work of others.

Art – considering the visual quality of any design and the ability to express oneself.

Assessment

We make formative assessments of the children's work as we observe them working in the classroom during lessons. Once a piece of work has been completed, we mark and comment, as necessary. Verbal feedback is a priority.

The work done in D&T is compiled into curriculum books, class books, photo files or used for classroom displays.

Monitoring – Evaluation

The D&T co-ordinator will ensure regular monitoring visits throughout the school are carried out in order to ensure that the D&T curriculum is being followed. This will in turn feed into any CPD required by individual teachers.

Intent

At Inmans Primary School, we intend to build a Design Technology curriculum which develops learning and results in the acquisition of knowledge and skills. Children will know more, remember more and understand more.

We intend to create a design technology curriculum with appropriate subject knowledge, skills and understanding as set out in the National Curriculum Design Technology Programmes of study, to fulfil the duties of the NC whereby schools must provide a balanced and broadly-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities and responsibilities and experiences for later life.

Implementation

Clear and comprehensive scheme of work in line with the National Curriculum. The Design Technology National Curriculum and EYFS is planned for and covered in full within the EYFS, KS1 and KS2 school curriculum. Whilst the EYFS and National Curriculum forms the foundation of our curriculum, we make sure that children learn additional skills, knowledge and understanding and enhance our curriculum as and when necessary.

Delivery of design and technology projects with a clear structure. Each year group will undertake an investigative and evaluative activity where children learn from a range of existing products and find out about D&T in the wider world, a focused Task where they are taught specific technical knowledge, designing skills and making skills and a design, make and evaluate assignment where children create functional products with users and purposes in mind. Each year group will also participate in a food science project.

A range of skills will be taught ensuring that children are aware of health and safety issues related to the tasks undertaken.

Clear and appropriate cross curricular links to underpin learning in multi areas across the curriculum giving the children opportunities to learn life skills and apply skills to 'hands on' situations in a purposeful context.

Independent learning: In design technology, children may well be asked to solve problems and develop their learning independently. This allows the children to have ownership over their curriculum and lead their own learning in design technology.

Collaborative learning: In design and technology children may well be asked to work as part of a team learning to support and help one another towards a challenging, yet rewarding goal.

Impact

Children will have clear enjoyment and confidence in design and technology that they will then apply to other areas of the curriculum.

Children will ultimately know more, remember more and understand more about Design Technology, demonstrating this knowledge when using tools or skills in other areas of the curriculum and in opportunities out of school.

The large majority of children will achieve age related expectations in Design Technology.

As designers, children will develop skills and attributes they can use beyond school and into adulthood.