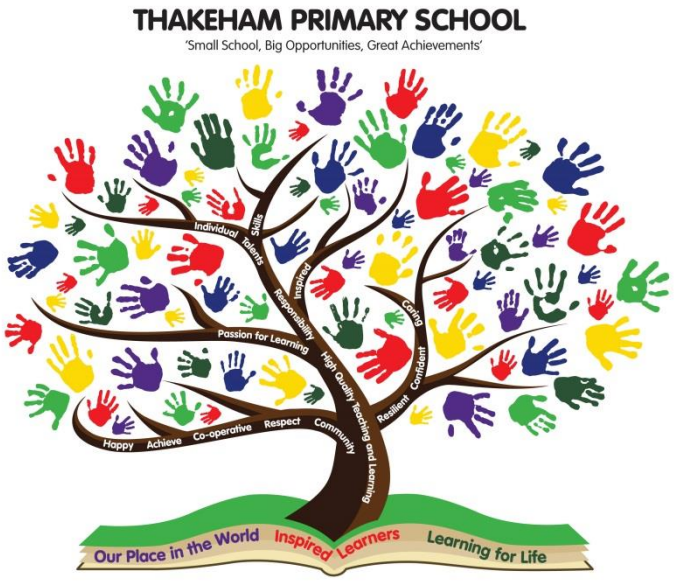

Design & Technology Policy

Thakeham Primary School

Date approved by the Standards, Teaching & Learning Committee: 07.03.19

Review Date: March 2022

Signed Headteacher: S. Norton

Chair of Governors:

At Thakeham we believe that Design and Technology encourages children to learn to think and to creatively solve problems both as individuals and as members of a team. The children are challenged to plan, design and evaluate their own work against given projects, as well as thinking of their own creative ideas and challenges. They are also given opportunities to reflect upon and evaluate past and present design technology, its uses and its effectiveness and are encouraged to become innovators.

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

(National Curriculum, 2014)

Aims
Design and Technology at Thakeham aims to:

- develop all children's thinking, designing and making skills
- teach children the knowledge and understanding, within each child's ability, that will be required to complete the making of their product
- teach children the safe and effective use of a range of tools, materials and components
- develop children's understanding of the ways in which people have designed products in the past and present to meet their needs
- develop all children's creativity and innovation through designing and making
- develop the children's understanding of technological processes, their management and their contribution to society.

Curriculum areas and planning

Early Years Foundation Stage
The skills covered are referenced to the document 'Development Matters in the Early Years Foundation Stage'. Through Expressive Arts and Design activities, the children explore, develop, construct, evaluate and adapt their ideas purposefully using a range of media and tools. This learning forms the foundations for later work in Design and Technology. Children also have daily opportunities to explore Design and Technology. 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.

Key Stages 1 and 2
At Thakeham we follow the National Curriculum programme of study for Design and Technology for Key Stage 1 and 2. Key elements in the design & technology process include:

- Design
- Make

- Evaluate
- Technical knowledge
- Cooking & Nutrition

We have developed our own Cross-Curricular Topic Map which identifies the planned projects across a 2 year rolling programme. A DT topic is taught every term, often as a blocked area of study rather than as a set of individual weekly lessons i.e. 3 DT projects across the year. These should include a cooking/nutrition topic, a textiles project and a construction topic. Wherever possible a cross-curricular approach is used. We have created a progression of skills document to ensure children's range of learning experiences are progressive, building on their skills across the school.

Our Teaching and Learning Policy identifies the aims, principles and strategies for promoting effective classroom practice and we believe that these apply to Design and Technology, as well as every other curriculum subject area. Therefore, it is expected that all teachers will plan and devote time for regular and high quality Design and Technology experiences for the children in their class. Design and Technology lessons will engage the children in a broad range of designing and making activities which involve a variety of methods of communication, e.g. speaking, designing, drawing, assembling, making, writing and using information and communication technology.

Inclusion & Equalities (please refer also to the School's SEND/MAP/Equalities Policy)

Inclusive practice in Design and Technology should enable all children to participate and achieve their best possible standard; whatever their ability, and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation in, or progress in their learning.
Children who are recognised as having a flair and talent will, where possible, be provided with enrichment opportunities in line with our More Able Pupil Policy.

Monitoring & Assessment

In Design and Technology we will focus on progression and development of skills. Assessment will focus on what individual children have achieved and the effort applied to their work. This information is shared with parents in the children's annual reports and at parent consultation meetings.
Assessment in the Foundation Stage includes both on-going observations and assessment of children's work. The Foundation Stage Profile is used to assess children throughout and at the end of the academic year.

The Headteacher, Senior Leadership Team and Design and Technology Curriculum Leader will monitor the effectiveness of this policy on a regular basis. The Headteacher and Design and Technology Curriculum Leader will report to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. Where this subject is a priority on our School Strategic Development Plan, a designated governor will arrange a governor visit and meet with the subject leader regularly to gain an overview of the effectiveness and impact of Design and Technology in school.

Resource Management

Funding for Design and Technology will be within the school budget plan for each financial year. There is a central Design and Technology budget to cover the purchase of equipment

such as tools, construction kits, consumable materials, books and other resource materials. It is the responsibility of each class teacher to identify specific resource needs in relation to their class project and liaise with the Design and Technology Leader. Equipment and materials have been organised in the Stock Room in the Food Technology Room. This will be maintained by the Design and Technology Leader and support staff as required, although all staff are responsible for ensuring resources are put away carefully after use.

We have a new, well equipped Food Technology room with fixed and height adjustable sinks and hobs. There is a fridge freezer, oven, and significant work space. A Clevertouch screen and laptop are available to support teaching and learning. . Any food preparation/cooking should be carried out in this room (rather than the classrooms) under adult supervision and in line with relevant risk assessments. Key support staff (Teaching Assistants) hold a Level 2 Certificate in Food Safety.

Hygiene and Safety

It is important that children are taught essential life skills to enable them to participate confidently and safely in designing and making in society. Teachers have a duty to introduce children to a wide variety of production processes and the correct tools for the task. Children must design considering health and safety issues and consequences and operate in a safe and hygienic manner when designing and making products. There are risk assessments in place for activities where tools or materials warrant extra control measures, above and beyond usual classroom practice. The Food Safety Policy and Health & Safety Policy should also be read in conjunction with this policy.