

Cambois Primary School
Design and Technology Policy

Introduction:

Design and technology is an inspiring and practical subject. At Cambois Primary School we use creativity and imagination, to help our pupils design and make products that solve real and relevant problems within a variety of different contexts.

The children gain a broad range of subject knowledge and use other subject knowledge such as mathematics, science, computing and art. The pupils at our school learn how to take risks, becoming resourceful, innovative and enterprising.

We have a two year planning cycle based on the National Curriculum 2014. We recently redesigned our Design and Technology curriculum and now follow an interleaving curriculum. The breadth maps for each year group are planned with our two curriculum drivers of 'possibilities' and 'initiative' underpinning them all.

Aims and Objectives:

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.

Curriculum Organisation:

To achieve that aim, the school uses the National Curriculum and progression of skills to plan age appropriate, engaging lessons that ensure designing, making, technical knowledge, evaluation and cooking are taught progressively each year. To ensure that all aspects of the 2014 National Curriculum are covered adequately and taught in sufficient depth, long-term planning includes topics that address food, structures and mechanisms in KS1 and food, structures, mechanical systems and electrical systems in KS2. Design Technology is taught separately to Art whilst being aware of the cross overs between the subjects we endeavour to ensure that DT is purposeful and exists for the purpose of others whereas Art has no set process and exists for its own purpose. We produce and refer to the design criteria to think about the end product and to ensure that we are designing and creating a useable product which answers the questions posed by the end user.

Teaching and Learning:

Our School uses a variety of teaching and learning styles in Design and Technology lessons in order to develop children's knowledge, skills and understanding. Teachers provide a practical curriculum which involves children in meaningful activities in which they are required to discuss plan and evaluate their own and other's work in a constructive way. Within lessons, we give children the opportunity to work individually, in pairs and in group situations. Children have the opportunity to use a wide range of materials and resources, including ICT and will be supported to use tools and equipment safely and responsibly.

EYFS

We teach design technology in the Nursery and Reception classes as an integral part of the topic work carried out during the year. We relate the design technology aspects of the children's work to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five. Design technology makes a significant contribution to the ELGs for 'Expressive Arts and Design' and also some aspects of 'Physical Development'. In the Early Years, the children have access to model making equipment.

Children within Nursery and Reception will be provided with many, varied opportunities to support their learning within this area. These include:

Constructing: Learning to construct with a purpose in mind, some children use scissors, glue, string and a hole punch to make a bag to store travel brochures they collected during a field trip.

Structure and joins: Following a visit to the local high street, some children make a church tower out of small wooden bricks.

Using a range of tools: children will learn about planning and adapting initial ideas to make them better. For example, a child might choose to use scissors, a stapler, elastic bands and glue to join bits together to make a toy vehicle. But they might then modify their initial idea by using masking tape.

Cooking techniques: Children will practise stirring, mixing, pouring and blending ingredients during cookery activities.

Exploration: Children will dismantle things and learn about how everyday objects work.

Discussion: Children will be given opportunities to discuss reasons that make activities safe or unsafe, for example hygiene, electrical awareness, and appropriate use of senses when tasting different flavourings. They will also learn to record their experiences by, for example, drawing, writing and making a tape or model.

Equal Opportunities and Inclusion:

At Cambois Primary School design and technology is an important part of the school curriculum and it is taught to all children, whatever their ability. We set high expectations and provide learning opportunities that enable all children to make progress. We challenge the children to achieve objectives and key indicators. In addition to this we modify, as necessary, the main teaching points to provide children working below or above these key indicators with appropriately challenging work, overcoming potential barriers to learning.

Assessment:

Teachers own plans should indicate the focus for each unit of work and assessment opportunities will be identified. The teacher will assess the child's work on a continual basis in order to match their ability to the level of descriptions in the National Curriculum. These provide enough information to inform the next teacher of progress made, and to be of use in preparing the annual report to parents.

While recording is kept to a minimum it is sufficient to note an individual pupil's progress and to provide guidance for future teaching and learning. The medium term curriculum plans will form an aspect of the record of Design and Technology taught. Annotated weekly planning will inform future planning. Coherence of assessment across the school is supported by discussion and consultation between staff, guided by the Subject Leader and specialist staff. Gathering evidence of pupil attainment is an integral part of assessment, which is built into the schemes of work. Teachers can obtain evidence by direct observation of children at work, questioning pupils or listening to their conversations, and by photographing and recording their finished products.

Resources:

Management, equipment and resources for art are organised to promote effective use by pupils. They are clearly marked or labelled, where appropriate, to allow actual or visual access to the children. Teachers demonstrate the ways in which specific materials or processes will be organised, and pupils are expected to take an increasing level of responsibility for that organisation. The school is committed to expanding present equipment wherever necessary and possible, and to organising human and physical resources, with the aim of motivating both staff and pupils to take part in creative activities. The class teacher is responsible for ensuring the safety of the children during the lesson by instructing them in the safe and appropriate use of any equipment. The class teacher is responsible for the general care of the equipment during the lesson by instructing the children in the correct use of the equipment and by replacing them safely after use. The class teacher should report damage to equipment to the Subject Leader as soon as possible.

Roles and responsibilities of the subject leader:

- to support and guide the practice of teachers and support staff;
- to ensure coverage, continuity and progression in planning;
- to monitor and evaluate the effectiveness of Design and Technology teaching and learning;
- to update documentation where necessary;
- to produce action plans for the School Development Plan, prepare bids and manage the budget effectively;
- to liaise and consult with outside agencies where appropriate;
- to prepare and lead INSET;
- to attend relevant INSET training;
- To review regularly the contribution made by Design and Technology to a meaningful curriculum.

This policy is monitored through:

- Regular scrutiny of children's work
- Regular monitoring and evaluation of planning
- Evaluation and analysis of assessment evidence.
- Lesson observations to monitor the quality of teaching and implementation of planning
- Pupil interviews and questionnaires

This policy is reviewed by staff and governors every three years. Parents are most welcome to request copies of this document and comments are invited from anyone involved in the life of the school.

Signed: Suzanne Myers

Date: May 2020

Date for review: May 2023