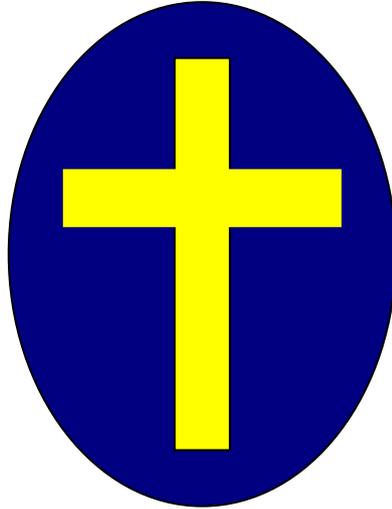


# The Batt C of E Primary School



THE BATT C.E. SCHOOL

## **Design and Technology Policy**

Date Written/Reviewed: January 2019

Date for next review: January 2022

Reviewed by: P&S

# The Batt School

## POLICY FOR DESIGN AND TECHNOLOGY

Design and Technology involves applying knowledge, understanding and skills when designing and making products. The activities undertaken will enable our children to consider the needs of individuals and society within a caring community. Undertaking design and technology activities in school will give our children opportunities to use a range of materials and processes, and to work independently or as part of a team. We would hope that the activities undertaken here in The Batt School will also reflect the children's local environment and support them in the wider world.

Our work reflects the latest National Curriculum requirements for Design and Technology:

The curriculum states the importance of Design and Technology: -

“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.”

The National Curriculum describes four elements within Design and Technology: -

- Designing
- Evaluate
- Make
- Technical Knowledge

These are organised into two sections on Target Tracker in every year group band:

- Cooking and Nutrition
- Processes

### **Approach to D&T (planning and organisation)**

Design and Technology is taught in Reception, KS1 and KS2 as an integral part of topic work, where appropriate. Focused practical tasks are also planned by the class teacher to develop and practise specific skills and acquire knowledge.

Meaningful assignments set within familiar contexts are used by class teachers. Where appropriate they are also linked to other subjects e.g. history, science.

As teachers we consider:-

1. Design and Technology opportunities arising within the curriculum and how they can link with other subject areas and bodies of knowledge;

2. How we present the teaching of new skills to the children, i.e. group-based, class taught or at an individual level;
3. The role of Design and Technology in the teaching and learning process throughout the curriculum;
4. How to encourage children to produce work of quality;
5. How to encourage the safe, economic and appropriate use of materials, tools and equipment;

It is important that the tasks presented to pupils help them make progress in D & T. The sequence of tasks and assignments should be planned so that there is progression in what is taught, as identified in the D&T programme of study (PoS). These skills, concepts and techniques will form an integral part of the planning and be incorporated into the lessons enabling progression to take place over both key stages.

## **Aims**

- To 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. Where possible these will relate to the interests and everyday experiences of our children;
- To develop knowledge and teach skills in order to design and make appealing products, that are fit for purpose, successfully;
- To help children become aware of and investigate simple products by disassembly and evaluation;
- To provide adequate time to develop the creative, technical and practical expertise needed to make a good quality product;
- To motivate pupils by providing interesting and stimulating experiences;
- To provide equal opportunities and develop the qualities of individual pupils;
- To enable children to use design and technology to solve a range of problems;
- To understand and apply the principles of nutrition and learn how to cook.

## **Objectives**

Pupils should have opportunities to:

- develop realistic outcomes to assignments;
- take increasing responsibility for their own work;
- work individually and in teams, groups, partners or pairs;
- work with a range of materials and components (e.g. construction materials, textiles and ingredients) and use them appropriately;
- use a variety of tools and equipment safely and correctly;
- communicate ideas in a variety of ways (talking, drawing, templates, ICT where appropriate);
- develop skills and apply knowledge and experience when working on an assignment (e.g. through investigating how to strengthen structures, how to use gears and levers, how to use electrical buzzers and switches in designs);
- develop the ability to solve problems through taking risks and becoming resourceful;
- research and record relevant information where appropriate;

- examine and evaluate design features in simple products including their historical development;
- critically evaluate their work, and the work of others, against design criteria and suggest improvements.

### **Whole School Policy**

The D & T curriculum has been developed to ensure it is an integral part of the "whole school" approach to children's learning.

### **Equal Opportunities**

The full range of activities in technology will be made available to all children, irrespective of race, gender or physical disabilities.

### **Assessment**

Teacher assessment is used to inform future planning and to review children's capability. Design and Technology assignments are used throughout the key stages to assist with formative and summative assessment. Children are encouraged to make an oral or written evaluation of their work in technology throughout the key stages. Where appropriate children will use design sheets or booklets to plan, record, assess and evaluate their work.

### **Recording**

Coverage of the programmes of study is mapped by individual teachers against their D&T activities over the year and monitored by the co-ordinator. Evidence of this is retained in the main planning file.

### **Resources**

The school has a range of resources and each class teacher is responsible for these.

### **Special Needs**

Any children who are identified as having "special educational needs" are given the help they require. Where children have a degree of physical, sensory or behavioural difficulties in the making of products they should be encouraged to participate in such activities with help from others.

### **Differentiation**

A range of approaches will be used and incorporated into our D&T activities. This will allow all children to develop their potential according to age and ability.

### **Role of the Co-ordinator**

The co-ordinator works with the whole staff to develop a cohesive design and technology experience throughout the school. The co-ordinator will also:

- support colleagues in their development and understanding of detailed work plans and implementation of schemes of work and in assessment and record keeping;
- liaise with colleagues over the purchase and organisation of resources for D&T;
- keep up to date with developments in D&T;
- monitor delivery throughout the school.

## **Planning**

It is our aim that children work through activities that are based on our programme of themes and or focused activities as described in our long term plan. This plan will ensure all aspects of the D&T curriculum are covered during KS1 and KS2.

## **Health and Safety**

A set of safety guidelines for design and technology are displayed in each classroom, a copy is also attached to the design and technology trolley. *For further information please refer to the school's policy statement for Health and Safety*

This policy statement will be reviewed and modified as and when necessary.

**Date written/reviewed:**     **January 2019**

**Next review:**                 **January 2022**

**Co-ordinator:**

**Governors:**                 **P&S Governors**