

Shoreham Beach Primary School



Design & Technology Policy

Revised: March 2019

Next revision: March 2021

Rationale

At Shoreham Beach Primary School we believe that Design and Technology is important because it encourages pupils to learn to think and intervene creatively to solve problems both as individuals and as a member of a team. Design and Technology prepares children to take part in the development of tomorrow's rapidly changing world. Our curriculum encourages children to identify needs and opportunities and respond by developing ideas and eventually making and analysing products. Children develop technical understanding and construction skills, learn about design methods and investigate their environment and materials around them.

Aims

The aims of Design Technology are:

- Develop imaginative thinking in children and to enable them to talk about what they like and dislike when designing and making.
- Foster enjoyment, satisfaction and purpose in design making.
- Enable children to talk about and investigate how things work, and to draw and model their ideas.
- Encourage children to select appropriate tools and techniques for making a product, whilst following safe procedures.
- Explore attitudes towards the "made" world and how we live and work within it.
- Develop an understanding of technological processes, products and their manufacture, and their contribution to society.
- Develop an understanding of the design and production process from concept through to end product and consumer requirements.
- Develop an idea and carry it out from concept through to creation and evaluation.

Knowledge and Understanding

All pupils are encouraged to: -

- Generate ideas through exploration, discussion and experimentation.
- Extend their knowledge and understanding of a wide range of materials and techniques through a progressive skills curriculum.
- Work within groups as well as independently.
- Make use of drawings and models to communicate their designs and ideas.
- Evaluate their work and identify strengths and weaknesses in a positive way.
- Experiment with simple components, mechanisms and structures.
- Learn about health and safety aspects when working with a variety of materials and tools.
- Consider and build up a knowledge and understanding of dangers inherent in certain products and tools.
- To observe technology in a real environment.

Planning and Assessment

Shoreham Beach Primary has a scheme of work (See Appendix 1) that all staff follow to ensure progression and development of skills, knowledge and understanding across a wide range of design and technology topics. Staff are given freedom to adapt the planning of the units of work, with the scheme, that will best fit the project and cohort. Design and Technology should be given 6 hours per term to ensure that the curriculum is given adequate coverage, this is equally weighted with the Art curriculum. Whilst planning all staff are aware of how to adapt the unit to suit specific learning needs to ensure that the curriculum is accessible to all.

The children complete an evaluation at the end of each of the units of work, which gives them the opportunity to reflect on their own design ideas, construction and production of the end piece. Photographic evidence is taken of the end product for teacher evaluation.

Teachers make an annual assessment for all children based upon the skills development criteria (see Appendix 2) and this is recorded on the foundation assessment spreadsheet which is completed at the end of the school year.

Foundation stage

We encourage the development of skills, knowledge and understanding that help reception children make sense of their world. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the development of the children's knowledge and understanding of the world to the objectives set out in the Early Learning Goals. These underpin the curriculum planning for children aged three to five. This learning forms the foundations for later work in design and technology. These early experiences include asking question about how things work, investigating and using a variety of construction kits, materials, tools and products, develop making skills and handling appropriate tools and construction material safely and with increasing control.

Extra-curricular and additional opportunities

As well as the coverage of the National Curriculum for Design Technology during time-tabled lessons, we also offer many enrichment opportunities for children to further develop their love of DT.

These include:

- Big Draw, Adur Arts and Beach Dreams Festival - Children prepare structures for these festivals during arts weeks and art workshops.
- Cross curricular links with particular focus of creative presentations during ME time where the children utilise the skills developed during DT lessons independently.
- Gifted and talented courses in our locality.

Contribution of design technology teaching in other curriculum areas

English

Design and Technology contributes to the teaching of English in our school by encouraging children to discuss and form questions about their own and others' products. Children use talk to create starting points for producing designs, to compare, refine and organise ideas, methods and approaches, and say what they think and feel about products. The evaluation of products requires children to articulate their ideas and to compare and contrast their views with those of other people. Through discussion children learn to justify their own views and clarify their design ideas.

Mathematics

Design and Technology contributes to the teaching of mathematics in our school by giving opportunities to develop the children's understanding of pattern, shape and space through work in two and three dimensions.

Computing

We use ICT to support art and design teaching when appropriate. Children use software to explore shape, colour and pattern in their work. Older children collect visual information to help them develop their ideas by using digital cameras to record their observations. Children use the internet to find out more about famous designers. Scanners, digital cameras and interactive whiteboards are used to record, manipulate and present images.

Personal, Social and Health Education (PSHE)

Art and design contributes to the teaching of some elements of personal, social and health education and citizenship, particularly when looking at health, wellbeing and hygiene. The children discuss how they feel about their own work and the methods and approaches used by others.

ME Time (Humanities)

In Key Stage 2 children are provided with the opportunity to plan a creative project and presentation using any form of media they wish that reflects their learning in the topic they are studying. Teachers make sure the resources are available to them where possible.

Spiritual, moral, social and cultural development

The teaching of design and technology offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and feelings about their

own work and the work of others. Their work in general helps them to develop a respect for the abilities of other children and encourages them to collaborate and co-operate across a range of activities and experiences. The children learn to respect and work with each other and with adults, thus developing a better understanding of themselves. They also develop an understanding of different times and cultures through their work on famous designers and craftspeople.

Teaching art and design to children with special educational needs (SEN)

At Shoreham Beach Primary School Design and Technology forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our Design and Technology teaching we provide learning opportunities that enable all pupils to make progress.

Resources

We have a wide range of resources to support the teaching of Design and Technology across the school. Resources are purchased for bespoke projects prior to the commencement of the unit. All specialised equipment and resources are kept in the DT resources area in the upper school corridor.

Monitoring and review

The monitoring of the standards of children's work and of the quality of teaching in Design and Technology is the responsibility of the subject leader. The work of the subject leaders also involves supporting colleagues in the teaching and resourcing of Design and Technology, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.