

St. Wilfrid's Church of England Primary Academy



Design and Technology Policy

Updated February 2017



Our Christian Values

As a Voluntary Aided Church of England Primary Academy, we have eight Christian Values, underpinned by love at the heart of everything we do.

Our Christian Values are:

Fair, Kind, Joy, Courage, Love, Forgive, Hope, Peace and Trust

1. Aims and objectives

1.1 Design and Technology prepares children to take part in the development of tomorrow's rapidly changing world. Creative thinking encourages children to make positive changes to their quality of life. The subject encourages children to become autonomous and creative problem solvers, both as individuals and as part of a team. It enables them to identify needs and opportunities and to respond by developing ideas and eventually making products and systems. This is done through the study of aesthetic, social and environmental issues, as well as functions and industrial practices. This allows them to reflect on and evaluate present and past Design and Technology, its uses and its impacts. Design and Technology helps all children to become discriminating and informed consumers and potential innovators.

1.2 The aims of Design and Technology are:

- To develop imaginative thinking in children and to enable them to talk about what they like and dislike when designing and making;
- To enable children to talk about how things work and to draw and model their ideas;
- To encourage children to select appropriate tools and techniques for making a product, whilst following safe procedures;
- To use and explore a range of materials, resources and equipment;
- To explore attitudes towards the made world and how we live and work within it;
- To develop an understanding of technological processes, products and their manufacture, and their contribution to our society;
- To foster enjoyment, satisfaction and purpose in designing and making
- To use the internet to explore ideas and already made products;
- To foster enjoyment, satisfaction and purpose in designing and making things;
- To gain an understanding of food technology;
- To understand and apply the principles of nutrition and learn how to cook

2. Teaching and learning style

2.1 The school uses a variety of teaching and learning styles in Design and Technology lessons. The principal aim is to develop children's knowledge, skills and understanding in Design and Technology. Teachers ensure that the children apply their knowledge and understanding when developing ideas, planning and making products and then evaluating them. We do this through a mixture of whole-class teaching and individual/group activities. Within lessons, we give children the opportunity both to work on their own and to collaborate with others, listening to other children's ideas and treating those with respect. Children critically evaluate existing products, their own work and that of others. They have the opportunity to use a wide range of materials and resources, including ICT.

2.2 In all classes there are children of differing ability. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- Setting common tasks that are open-ended and can have a variety of results;
- Setting tasks of increasing difficulty where not all children complete all tasks;
- Providing a range of challenges through the provision of different resources;
- Using additional adults to support the work of individual children or small groups

3. Design and Technology curriculum planning

- 3.1 Design and Technology is a foundation subject in the National Curriculum. Our school plans for the long and short term using learning challenges for each unit of work that covers all relevant areas of the 2014 National Curriculum for Design and Technology.
- 3.2 We plan the activities in Design and Technology so that they build upon the prior learning of the children. We give children of all abilities the opportunity to develop their skills, knowledge and understanding. In addition, we also build planned progression into the scheme of work, so that the children are increasingly challenged as they move through the school.

4. The Foundation Stage

- 4.1 We encourage the development of skills, knowledge and understanding that help Nursery and Reception children make sense of their world as an integral part of the school's work. As the Nursery and 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 questions about how things work, investigating and using a variety of construction kits, materials, tools and products, developing making skills and handling appropriate tools and construction material safely and with increasing control.
- 4.2 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. Throughout the Foundation Stage, activities and opportunities are planned where children can learn through talk, play and their own life experiences.

5. Cooking and Nutrition

5.1 As part of their work with food, children will be taught how to cook and apply the principles of nutrition and healthy eating. Learning how to cook is a crucial life skill that enables children to feed themselves and others affordably and well, now and in later life.

In key stage 1, children will be taught to:

- Use the basic principles of a healthy and varied diet to prepare dishes;
- Understand where food comes from.

In key stage 2, children will be taught to:

- Understand and apply the principles of a healthy and varied diet;
- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques;
- Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

6. Teaching Design Technology to children with SEND

6.1 We teach Design and Technology to all children, whatever their ability. Design and Technology also forms part of our school curriculum policy to provide a broad and balanced education to all children. Teachers provide learning opportunities that are matched to the needs of children with SEND. Work in Design and Technology takes into account the targets set for individual children in their Individual Education Plans (IEPs).

6.2 The academy fosters positive attitudes towards technology amongst all children within the school. A wide range of tools and equipment should be used in a way which makes them accessible to all. Schools should provide equal opportunities to use the technology which supports our everyday life.

7. Assessment and recording

7.1 Teachers assess children's work in Design and Technology by making assessments as they observe them working during lessons. They record the progress that children make by assessing the children's work against the learning objectives for their lessons. At the end of each academic year, teachers make a judgement against the National Curriculum statements. Teachers then report their judgements against the current assessment procedure of the school. In addition, this progress is reported as part of the children's annual report to parents. Additionally, class teachers keep photographic evidence of the children's work using I-pads. This records coverage of the subject area and examples of high quality work, which can be found in their topic books or folders (depending on the Key Stage).

8. Cross curricular links

8.1 Design & Technology is taught as a subject specific activity through a combination of whole class teaching, group work and individual work. Cross-curricular links are identified when appropriate. The children can apply scientific and mathematical knowledge to create products, using a variety of knowledge, understanding and skills gleaned from other National Curriculum subjects.

9. Resources

9.1 Our school is building a wide range of resources to support the teaching of Design and Technology across the school. Classrooms have a range of basic resources with the more specialised equipment being kept in the Design and Technology stores located in each of the Key Stage buildings.

10. Health and safety

10.1 The general teaching requirement for health and safety applies in this subject. We teach children how to follow proper procedures for food safety and hygiene. It is the responsibility of the class teacher to follow the relevant Health and Safety information. Teachers should ensure:

- Children must never use a tool until they have been taught how to use it.
- The children should always be encouraged to work in a safe and responsible manner.
- Teachers should always be aware of the essential dangers of practical work and ensure the safe use of tools and materials at all times.
- Possible hazards must be highlighted on planning.

11. Monitoring and review

11.1 The monitoring of the standards of children's work and of the quality of teaching in Design and Technology is the responsibility of the Design and Technology subject leader. The work of the subject leader also involves supporting colleagues in the teaching of Design and Technology. This may involve being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school. The Design and Technology subject leader gives the headteacher an annual report in which he/she evaluates the strengths and weaknesses in the subject in the school and indicates areas for further improvement. Action plans are devised on a regular basis to incorporate the current drivers and current innovations of the whole school development plan. The Design and Technology subject leader's role is to review evidence of the children's work and order resources of Design and Technology across the school.

Signed:

Headteacher: Mr. S. Colothan

Date: June 2017



