



Design Technology (D.T.) Policy

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Date for review:	
Signed:	Headteacher
Signed:	Chair of Governors



DESIGN TECHNOLOGY (D.T.) POLICY



Heygarth Primary School

'Learning and Achieving Together for Life.'

Vision

At Heygarth we envision that all children will have the opportunity to pursue a range of design projects over each academic year which ensure that the five mediums of DT are explored and taught.

We value the use of real- life product research as a starting point to enable the children to plan their own projects, evaluate and modify their plans accordingly. We expect children to work on their own and to collaborate with others during the planning, making and evaluating stages of their projects.

At Heygarth, we plan DT projects that will enable children to be skilled and confident in their use of a wide range of age appropriate tools and materials.

At Heygarth we want all children to be aware of the impact of DT on our everyday lives for them to understand the processes and skills involved in making the products they see and use on a daily basis. We want them to learn those skills in order for them to be confident in using a range of tools in their work.

Aims

Design and technology is a practical subject.

- We aim to prepare pupils to participate in tomorrow's rapidly changing technologies.
- To provide opportunities for all the children to design and make quality products.
- To provide children with the opportunity to explore food and cooking techniques along with healthy eating and environmental issues within food production.
- To develop design and making skills, knowledge and understanding to the best of each child's ability; using and selecting a range of tool, materials and components.
- To become creative problem solvers as individuals and members of a team.
- To be able to use computing in conjunction with the Designing and Making process.
- To develop an ability to criticise constructively and evaluate their own products and those of others.
- To help the children develop an understanding of the ways people in the past and present have used design to meet their needs. To reflect on and evaluate such techniques, its uses and effects.
- To prepare the children for living in a multi-cultural

society by teaching consideration for other culture which will be both important and beneficial.

Curriculum and school organisation

We use a skills based cross-curricular approach to teaching and learning using objectives taken from the National Curriculum. We teach Design and Technology skills discretely and through our Curriculum themes, ensuring all children access all areas of the Design Technology Curriculum. In Early Years Foundation Stage, Design and Technology is an integral part of topic work, relating aspects of the children's work to the objectives set out in the Early Learning Goals, and Expressive Arts and Design. To facilitate our objectives different teaching styles and methods are used as appropriate. These include small group and individual work. To meet the requirements of the National Curriculum it is essential that each class carry out the following Design Technology activities with a year;

- Mechanisms
- Textiles
- Food
- Structures

EYFS

We encourage creative work in the reception class as this is part of the Foundation Stage of the National Curriculum. We relate the creative development of the children to the objectives set out in the Early Learning Goals, which comes under Expressive Arts and Design and consists of Exploring and Using Media and Materials and Being Imaginative. This underpins the curriculum planning for children aged three to five. The children's learning includes art, music, singing, dance, role-play and imaginative play. The range of experience encourages children to make connections between one area of learning and another and so extends their understanding. We provide a rich environment in which we encourage and value creativity. Children experience a wide range of activities that they respond to, using the various senses.

Design and technology curriculum planning

Design and Technology is a foundation subject in the National Curriculum. Our school uses the National Curriculum as the basis for its curriculum planning in Design and

Technology. Our medium-term plans, which are topic-based give details of each unit of work for each term. They identify learning objectives and outcomes for each unit, and ensure an appropriate balance and distribution of work across each term.

Personal, social and health education (PSHE) and citizenship

Design and technology contributes to the teaching of personal, social and health education and citizenship. We encourage the children to develop a sense of responsibility in following safe procedures when making things. They also learn about health and healthy diets. Their work encourages them to be responsible and to set targets to meet deadlines, and they also learn through their understanding of personal hygiene, how to prevent disease from spreading when working with food.

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. Our 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. Through their collaborative and co-operative work across a range of activities and experiences in design and technology, the children develop respect for the abilities of other children and a better understanding of themselves. They also develop a respect for the environment, for their own health and safety and for that of others. They develop their cultural awareness and understanding, and they learn to appreciate the value of differences and similarities. A variety of experiences teaches them to appreciate that all people are equally important, and that the needs of individuals are not the same as the needs of groups.

Assessment and Monitoring

Teachers at Heygarth use assessment effectively to plan lessons that builds on individual pupils' prior knowledge and provide feedback that genuinely helps pupils to improve their work in Design and Technology. Teachers provide feedback to all pupils in order to address misconceptions, or challenge.

Using the 'Balance' tool for assessment, teachers will make regular formative judgements, focusing on learning that has taken place and to plan next steps. Strengths and areas for development will be identified and addressed. At Heygarth we evaluate our own learning by frequent peer evaluations and class evaluations to enable our pupils to reflect on their work and others and set realistic and challenging next steps for each other.

In EYFS, KS1 and KS2, assessment in Design and Technology is ongoing and observations inform next steps planning. Evidence is collected throughout the year and it includes curriculum books, floor books, photographs, projects, displays and or post-it notes annotations.

Reports to parents on the attainment of their children are made verbally in the autumn and spring term and a written report is provided during the summer term.

Monitoring

Monitoring teaching, pupil achievement and progress is essential and the outcomes of monitoring are used strategically to secure even better design work.

Monitoring and data analysis includes:

- Learning walks;
- Moderating assessment;
- Observing lessons;
- Planning;
- Pupil focus groups;
- Team meetings;
- Work scrutiny;
- Other ideas.

Monitoring of Design and Technology teaching is carried out through lesson observations by the Design and Technology leader. The objective of the monitoring is to ensure Design & Technology is being taught well across the school. Observations focus primarily on the effective communication of Design and Technology knowledge and skills. Specific areas can be chosen as the focus for example: use of vocabulary, the use of tools, agreed in advance of the lesson. Following an observation, the class teacher receives feedback and a copy of the observation notes.

Design & Technology monitoring achieves the following:

- To gain insight into the quality of Design and Technology teaching across the school;
- It gives class teachers the opportunity to review their own practice and discuss teaching Design and Technology with a subject specialist;

- It gives the Design and Technology leader an insight into areas of strengths, enabling good practice to be shared among colleagues;
- It allows resources to be audited and for the assessment of current and future resource requirements;
- It allows the Design and Technology leader to set targets, demonstrating the school's commitment to self-evaluation and improvement of standards in Design and Technology;
- It provides opportunities for bespoke support for areas of need for their lessons.

Inclusion

We recognise that supporting access to Design and Technology for all pupils is crucial. The range of needs include those for whom language and communication difficulties are the result of sensory or physical impairment; for some, English may be an additional language requiring additional support; pupils may have a speech and language delay, impairments or disorders, specific learning difficulties as a result of dyslexia, dyspraxia or ADHD. Other difficulties in communication/interaction may have arisen from a disrupted education through illness or early childhood trauma.

At Heygarth we ensure that we are aware of barriers to learning and we endeavour to meet the needs of all pupils in our school.

Communicating ideas and understanding:

- Consider a variety of methods for communicating ideas;
- Adopt a multi-sensory approach;
- Try not to introduce more than one concept at a time;
- Consider how technical words are introduced;
- Enable opportunities to discuss ideas in pairs;
- Design work displayed to enhance well-being and build up self- esteem.

Equal Opportunities

All teaching and non-teaching staff at Heygarth Primary School are responsible for ensuring that all pupils irrespective of gender, ability, ethnicity and social circumstance, have access to the curriculum and make the greatest possible progress and achievement.

Health and Safety

We have created our own health and safety document for Design and Technology which encompasses the equipment and activities that may be used in the primary classroom. All staff are expected to be familiar with the contents and follow its guidance during planning each teaching unit. Relevant safety measures are identified in planning and additional risk assessments as required. Staff ensure that pupils are made aware of the importance of safety rules during Design and Technology activities. The Local Authority subjects all mains-powered electrical equipment in school to regular safety checks.

Role of the Subject Leader

At Heygarth the Design and Technology leader uses research to keep up to date with developments in pedagogy within Design and Technology. This helps to ensure that there is a deep understanding of the best ways to teach Design and Technology to ensure that the subject is delivered to mastery. There is an understanding of progression in terms of childhood development which helps to build upon concepts into each phase of education. The leader can identify issues in Design and Technology teaching and address through appropriate CPD for all staff. The Design Technology leader has a secure knowledge of, and is able to apply and model a range of, teaching methods suitable for teaching across all phases in school. The Design and Technology leader ensures that all pupils can develop their understanding of all the aspects of Design and Technology, and learn the skills needed to work like a designer. The Design and Technology lead ensures all teachers are confident in their teaching and that they can deliver a creative yet skilled based curriculum with access to the appropriate resources. The Design and Technology leader has developed a whole school vision and ensures that it is valued as an important foundation subject that builds skills across the curriculum.

Role of Governors

The role of the link governor for Design and Technology is based on trust, openness and transparency. They know the school well. They will support the monitoring of Design and Technology, ask questions for clarification or explanation and challenge.

Design and Technology Policy written by: Jenny Stuart

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