



Design & Technology POLICY

Presented to	Date	Signature
Governing Body	Spring Term 2020	(Head) L Blackmore (Chair)
Senior Leadership	Spring Term 2020	
Staff Team	Spring Term 2020	(Head)
Review Date	Spring Term 2023	(Head) (Chair)

Design and Technology Policy

1. Aims and Objectives

Design and technology helps to prepare children for the rapidly changing and developing world. The subject encourages children to become creative problem-solvers, both as individuals and as part of a team. Through the study of design and technology they combine practical skills with an understanding of aesthetic, social and environmental issues. Creative thinking encourages children investigate how to make positive changes to their quality of life and of those around them. Design and Technology helps all children to become discriminating and informed consumers and potential innovators. It should assist children in developing a greater awareness and understanding of how everyday products are designed and made.

The aims of design and technology in our school 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 foster enjoyment, satisfaction and purpose in designing and making;
- To use Computing software to assist our designing and learning.

2. Teaching and Learning Style

We use a variety of teaching and learning styles in design and technology lessons. 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. Children critically evaluate their own work and that of others using kagan coaching strategies. They have the opportunity to use a wide range of materials and resources, including ICT.

Children will be given the opportunity to work within three main areas of development during each topic:

1. Investigative, disassembly and evaluative activities - These activities provide opportunities for the children to explore existing products and to gain skills, knowledge and understanding which can be applied in a design and make assignment.
2. Focused practical tasks - Focused practical tasks provide opportunities to learn and practice particular skills and knowledge.
3. Design and make assignments - A design and make assignment provides an opportunity for the children to combine their skills, knowledge and understanding to develop products that meet a real need.

In all classes there are children of differing ability. We recognise the fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

3. Design and Technology Curriculum Planning

We base our teaching of Design and Technology upon the National Curriculum. We are careful to map out our curriculum coverage. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit and we build planned progression into our planning so that the children are increasingly challenged as they move up through the school.

3.2 We carry out curriculum planning in Design and Technology in three phases (long-term, medium term and short-term). The long-term plan maps the topics studied in each term during each key stage; the subject leader works this out in conjunction with teaching colleagues in each year group and the children may study D&T in conjunction with other subjects. We teach the knowledge, skills and understanding set out in the National Curriculum through the corresponding programme of study.

3.3 As the basis for our medium-term plans, we use the National Curriculum program of study to ensure that the subject content is covered across school. The medium term plans provide the lesson by lesson objectives to reflect the subject content that is covered within each topic for that year group. The subject leader keeps and reviews these plans on a regular basis.

3.4 From the medium term plans, teachers then work with their year group partner to complete lessons for the individual lessons, this forms the short term plan. These plans list the specific learning objectives of each lesson. The year leader keeps these individual plans, although s/he and the subject leader often discuss them on an informal basis.

4. The Foundation Stage.

We encourage the development of skills; knowledge and understanding that help reception children make sense of their world as an integral part of the school's work. 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 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. These activities, indoors and outdoors, attract the children's interest and curiosity.

5. Contribution of design and technology to teaching in other curriculum areas.

English

Design and Technology contributes to the teaching of English in our school by providing valuable opportunities to reinforce what the children have been doing in their English lessons. 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.

Computing

We use computing to support design and technology teaching when appropriate. The children also use computing skills to collect information and to present their ideas through a range of publishing programs.

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. Through their understanding of personal hygiene they also learn how to prevent disease from spreading when working with food.

Spiritual, moral, social and cultural development

Our groupings allow children to work together and they understand how we expect them to do this. Collaborative work in design and technology develops respect for the abilities of others and a better understanding of themselves. In addition, they develop a respect for the environment, for their own health and safety and that of others. They learn to appreciate the value of similarities and differences. A variety of experiences teaches them to appreciate that all people are equally important.

6. Special Needs Pupils.

We teach design and technology to all pupils, whatever their ability. We provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

Where pupils are to participate in activities outside the classroom, we carry out a full risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

7. Assessment and Recording.

Teachers assess work in design and technology by making observations of the children working during lessons. They record progress made against the learning objectives for that lesson. At the end of a unit of work, children undertake a review of their work that focuses upon an evaluation of the finished product and an overview of the various tasks undertaken. Teachers complete an assessment against the focus of unit/topic. Assessments are then recorded on SPTO on a termly basis, this information is then passed on to the next class teacher to ensure that all skills are covered throughout school.

Due to the practical nature of design and technology, evidence of work undertaken by children can be in the form of teacher's notes or as a photographic record. Samples of the design process and end product are also valuable evidence. These are collected by the subject leader and put together in a file. The design and technology subject leader can review evidence of the children's work in their individual portfolios.

8. Resources.

Our school has a wide range of resources to support the teaching and learning of this subject across the school. These are kept in the DT central store.

9. 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 design and technology subject leader. Their work also involves supporting colleagues in the teaching of this subject, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. Lesson observations are also, occasionally, undertaken and the subject coordinator regularly reviews evidence of the children's work.

Design and Technology Policy Statement regarding the use of Food

When working with food:

- *An adult will be required to supervise activities involving cooking and food handling/preparation.
- *When undertaking food activities the appropriate Health and Safety Procedures must be adhered to.
- *When working with food all children should follow personal hygiene guidance (tie back hair, clean apron, use of blue plasters and washing hands)
- *Teachers should check the dietary needs of the children in their class to identify any foods that should not be available to specific children, or groups of children.
- *Any perishable food should be stored in a fridge.
- *Only the equipment in the food cupboard, which is for food use only, should be used.
- *Glass and wooden items should never be used.
- *Ensure that the plastic work sheets, especially for use with food, cover the desk area. This sheet should be wiped down with a steriliser.
- *Only use equipment set aside to use with food.
- *Set aside an area for children to wash their hands.
- *Teachers taking part in any food activity should dress appropriately and follow the same procedures as the children with regard to any rules regarding personal hygiene.
- *Ensure that all equipment is cleaned and put away in the food cupboard.
- *Ensure that all children use their own equipment when tasting food.
- *Certain spoons should be identified and used when placing food onto plates for children to taste food, teachers/support staff need to ensure children do not use their own.

10. Health and Safety

All adults leading DT lessons/ activities should ensure that they have read and understood the D and T Health and Safety section of the Policy.

Adults should ensure that:

DT equipment is not left out and unsupervised, Floors and work surfaces are kept clean and tidy and all tools used must be of good quality, in good condition and stored safely.

Direct safety instructions should be given to children each time they undertake a design and technology activity.

Children should be given suitable instruction on the operation of all equipment before being allowed to work with it.

Children should be strictly supervised in their use of equipment at all times. Adult to child ratio must be appropriate to the activity e.g. closer supervision on activities such as use of a glue gun.

Children should be taught to recognise and consider hazards and risks and to take action to control these risks, having followed simple instructions. Children should be encouraged (at appropriate times) to use the blank risk assessment form to assess the risk of certain activities or tools. A class set of wipe clean forms can be found in the risk assessments folder in with the D and T resources.

Specific health and safety points will need to be included onto topic plans. These will help teachers to identify activities of a high risk and highlight any areas in which they need to reduce risk or ensure safe practice. **Risk assessments for specific tools should be referred to during the planning and use of equipment.** These can be discussed in further detail with the site manager.