Hathern Church of England Primary School

Design and Technology Policy

At Hathern Church of England Primary School,
we believe in 'Learning and Caring Together'

This policy will be reviewed every 3 years (in accordance with School Policy Review Schedule), or when DCSF/LA legislation requires, or when requested by staff, governors or parents.
2023

Design and Technology Policy

Section 1: Policy Intention

This policy is intended to ensure that across the school there are agreed practices and principles in Design and Technology. Its purpose is also to ensure that the National Curriculum is delivered in practical and purposeful ways so that children are encouraged to be innovative, imaginative and creative when designing and making.

The teaching of design and technology should ensure that pupils:

- Have the opportunity to explore and develop their ideas
- Have the necessary knowledge, understanding and skills to design and make prototypes and products
- Consider their users when designing and making
- Evaluate and test their ideas and end products
- Understand nutrition and learn how to cook

Section 2: Agreed Procedures

The school continues to make use of the Primary National Curriculum to inform learning objectives and the progression and coverage of skills. Planning is supported by resources from the Design and Technology Association (DATA).

Foundation Stage:
During the Foundation Stage, design and technology is developed through cross-curricular, play-based activities.

Key Stage One:
During Key Stage One, design and technology aims to ensure that children experience the processes of designing and making in a range of contexts so that they can begin to consider purpose, function and user. Children are encouraged to use design criteria in creative and innovative ways to produce original designs and products. They should develop their ideas through a range of mediums and be encouraged to select and use appropriate materials, tools and equipment independently. Children are taught to appreciate the importance of evaluating their own and existing products.

Key Stage Two:
During Key Stage Two, design and technology aims to build on children's knowledge, skills and understanding by encouraging them to design and make in a greater range of contexts. Children are encouraged to use research as a tool for high-quality designing and they begin to explore function, user and appeal more closely. Children develop their ideas through more complex activities, including annotated sketches, cross-sectional diagrams and computer-aided design. Children are encouraged to select appropriate materials, tools and components independently and they are presented with opportunities to use more complex systems and structures. Throughout the designing and making process, children evaluate the work of themselves and others. The influence of key events and individuals is explored so that children can begin to appreciate how design and technology has helped to shape the world in which they live.

Section 3: Monitoring and evaluation

The monitoring of design and technology will take place as part of the normal protocols for monitoring and evaluation within school.

The Design and Technology Subject Manager will make use of a variety of tools:

- Pupil interview and/or questionnaire (i/c pupil attitude)
- Sampling of planning
- Work sample

Section 4: The Long-Term Plan

The skills, knowledge and understanding required are set out in the National Curriculum for Design and Technology (Statutory Framework):
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/425601/PRIMARY_national_curriculum.pdf

Learning units are set out on the whole school long term plan to ensure a progression of skills, which is applied and built upon as pupils move further up the school. It also ensures that pupils experience a range of aspects of design and technology (mechanical systems, structures, textiles, food and electrical systems) throughout their school journey, and that they are given opportunities to revisit and apply learning. Teachers make use of the DATA 'Projects on a Page' documents to support the planning of design and technology. These projects ensure that pupils engage in a range of investigative and evaluative activities; focused tasks; and design, make and evaluate assignments which secure key learning within the unit.

Section 5: Assessment

In Design and Technology, pupils can assess themselves by scrutinizing their own work through a range of self-assessment techniques. Staff will be aware of the learning outcomes for each unit taught and teachers assessments are based on children's responses towards these outcomes.

Assessment should be an ongoing process brought about by:

- Observation of pupils
- Discussion with pupils before, during and after work
- Monitoring the work produced in skills booklets/creative curriculum books
- Considering cross-curricular activities
- Assessing the outcomes of completed work

Work should be marked as per the requirements of the School's ***Marking Policy.***
Constructive, focused marking allows pupils to reflect and develop their work, while on-the-spot fixes provide a continuous monitoring of progress and achievement.

x-ref. Assessment Policy

Section 6: Cross-Curricular Links

Where possible, links to the design and technology curriculum are made in conjunction with current learning, seasonal topics or the children's interests. Products are always designed with an intended user and purpose in mind.

Section 7: Inclusion

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement; to promote the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

SEND

Curriculum planning and assessment for pupils with special educational needs must take account of the type and extent of the need experienced by the pupil. Teachers will encounter pupils with special educational needs. In many cases, the action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials, consistent with school-based intervention as set out in the SEND Code of Practice.

In Design and Technology, teachers should take specific action to provide access to learning for pupils with special educational needs by:

- Using a range of teaching styles whilst acknowledging pupils preferred learning styles
- Providing appropriate resources
- Allocating support staff

x-ref. SEND Policy and SEN Code of Practice

Health and Safety

A safe working environment and ways of working need to be encouraged from the earliest stage. Teachers teach the safe use of tools and equipment and insist on good practice prior to starting the making part of a task.

All areas must be in the direct vision of the teacher and there should be enough space for each child and group to work comfortably. Teachers should be aware of any physical limitations which a pupil may suffer e.g. height disability, poor eyesight or hearing, and make suitable arrangements to allow the pupil to operate sensibly.