



*Opening minds, learning through challenge and celebrating God's world*

## POLICY FOR DESIGN AND TECHNOLOGY

Reviewed: November 2018

Review Due: Autumn 2021

## School Christian Values

Generosity, compassion, courage, forgiveness, friendship, respect, Thankfulness, trust, perseverance, justice, service and truthfulness.

## Bible Reference

Luke 10: 27 'Love your neighbour as yourself'

## Policy References

This policy is written with reference to the following school policies:

- Curriculum Policy,
- Learning and Teaching Policy,
- Marking Policy,
- Safeguarding & Child Protection Policy,
- Single Equalities Policy.
- Health and Safety

Most of these policies are available on the school website. In addition, copies of the following policies are available, on request, from the school office.

## **Design and Technology Policy**

### **Aims and Objectives**

Design and technology helps to prepare children for the 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. 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;
- enable children to talk about 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;
- foster enjoyment, satisfaction and purpose in designing and making;
- use ICT software to assist our designing and learning.

### **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. All ideas will be treated with respect. Children critically evaluate their own work and that of others. 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
2. Focused practical tasks
3. Design and make assignments

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

### **Design and Technology Curriculum Planning**

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 and we also build planned progression, so that the children are increasingly challenged as they move through the school. We follow the National Curriculum 2014 and have access to the LPDS planning and Key Learning documents for Design and Technology when planning cross curricular teaching and learning.

## **EYFS**

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 EYFS Framework. 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.

## **Inclusion, including meeting the needs of children with Special Educational Needs and those entitled to PPG.**

Design and Technology is accessible to all pupils, through careful differentiation of tasks and adult support where needed. 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.

## **Assessment and Recording.**

Teachers assess work in design and technology by making observations of the children working during lessons. 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. Using ongoing assessments during topics, teachers make an annual assessment of progress for each child using the Data Dashboard, and include their findings in the annual report to parents.

Evidence of work undertaken by children can be in the form of teacher's notes or photographic records. Samples of the design process and end product are also valuable evidence. An electronic copy of evidence is stored on the server.

## **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 trolleys in the Site Supervisor's Room and in the Resource Room.

## **Health and Safety**

Adults 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 and saws.

Children should be taught to recognise and consider hazards and risks and to take action to control these risks, having followed simple instructions.

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. Staff must make reference to Curriculum Risk Assessments when planning lessons.

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.

- \*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.