



ambition, belief, communication

DESIGN TECHNOLOGY POLICY

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The Purpose of the Design and Technology Policy

This policy outlines the teaching and learning of Design and Technology. All children will have the opportunity to undertake Design and Technology throughout their time at Bradley Primary School. The teaching of Design and Technology is planned to ensure a progression of knowledge and skills across the foundation and primary phases.

Aims (Intent)

At Bradley Primary School we ensure thorough coverage of the National Curriculum objectives for Design and Technology, providing opportunities for children to develop their knowledge and skills in the areas of design, making, evaluating, technical knowledge and cooking and nutrition.

Our aims:

- Through a variety of creative and practical activities, pupils are taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They work in a range of relevant contexts and develop skills in designing, evaluating, making and technical knowledge.
- Develop imaginative thinking in the children, and 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;
- Explore attitudes towards the made world and how we live and work within it;
- Develop an understanding of technological processes, products, and their manufacture, and their contribution to our society;
- Foster enjoyment, satisfaction and purpose in designing and making.
- Children will also learn a crucial life skill through learning about nutrition and food. Pupils will be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking and choosing healthy options in our children
- A specific emphasis on the development of vocabulary and Oracy relevant to Design and Technology and in wider contexts, through the incorporation of discussion and vocabulary-based tasks in D&T lessons.
- Building cultural capital for our pupils by developing cross curricular links with other subjects, for instance Art and Design and History, exposing them to the best that has been said and done in the field of Design and Technology.

Implementation

The new DT Curriculum has been designed to ensure that skills and knowledge in Design and Technology are built systematically on what children have learned in the previous key stage. Learning is revisited throughout each phase ensuring a secure foundation of skills and knowledge is in place, which will

continue to be reinforced and built on as they go through school. Design and Technology is taught for three half terms a year in each year group, alternating with Art. Bradley Primary School uses a variety of teaching and learning styles in Design and Technology lessons, so progress can be made by all children no matter their ability and learning style.

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 these with respect. Children critically evaluate existing products, their own work and that of others.

Bradley uses a Keep up not catch up approach, and we implement this by

- 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;
- grouping children by ability and setting different tasks for each group;
- providing a range of challenges through the provision of different resources;
- using additional adults to support the work of individual children or small groups
- Using interventions / Scaffolding

Assessment

Teachers use formative assessment throughout lessons and adapt teaching accordingly to address any misconceptions that may arise. These include a combination of observation, questioning and the use of samples of work (designs, writing, models or photographs). Teachers make assessments of children's work/skills against the learning objectives for their lessons. They then use these assessments to plan future work, provide timely interventions and check understanding. Pupil progress meetings are held for children who are not making the required progress, and timely interventions are planned by teachers to prevent children falling behind.

At the end of the topic, teachers complete a summative assessment based on whether children have demonstrated through their work that they have met the national curriculum objectives and progression guidance for their phase. This helps the Design and Technology Subject Leader to monitor progress and attainment in Design and Technology across the school.

Children in the EYFS are assessed using the Early Years Development Matters guidance and at the end of the Reception years against the Early Learning Goals. EYFS objectives within the areas of communication and language development, physical development, personal, social, and emotional development, mathematics, understanding the world and expressive arts and design all contribute to laying the foundations for effective learning in Design and Technology throughout the primary phase.

Recording of Work

A variety of methods are used to record work in Design and Technology, including pictures, structured worksheets, sketches, diagrams, flow charts, model making, written explanations, photographs, school displays and the occasional video recording. Work may be recorded in individual topic books, or in whole class floor books. Design and Technology is a largely practical subject and there is no expectation that work is recorded for every lesson. Evidence shows that instant verbal feedback is the most effective form of

feedback and this is prioritised in Design and Technology lessons, although work carried out in books should be marked in acknowledgement.

Resources

Some resources for the teaching of Design and Technology are held in a central store, these include equipment used for teaching food technology, mechanical and electrical products and computer programming. The Design and Technology Subject Lead is responsible for the annual budget which allows them to purchase any additional materials and equipment they may need to deliver the national curriculum objectives.

Safety in Design and Technology

Staff

The safety of the children is the responsibility of the class teacher.

Health and Safety – All adults teaching DT Lessons should consult the Health and Safety risk assessment located in the staff handbooks in each classroom and should have carefully read and understood all Risk Assessments.

Before beginning Design and Technology activities staff must ensure that:-

- Risk assessments must be read and signed
- There is sufficient working space for the children
- Floors and work surfaces are kept clean and tidy
- All tools used must be of good quality, in good condition and stored safely
- Protective aprons are used if necessary
- The children have been instructed in safe practices, procedures and the use of protective equipment
- Sensible use of adult helpers is undertaken by asking them to help with an identified 'high risk' activity, under the teacher's supervision
- Parent helpers should be made aware of safety guidelines and risk assessments carried out if required
- Certain activities are restricted to specific areas of the classroom and to specific age ranges, e.g. Using the glue gun, food preparation
- DT equipment is not left unsupervised

Children

The children are made aware of the safe use and correct procedure involved when using tools and equipment in a learning environment and how to follow proper procedures for food safety and hygiene. The children are made aware of the need to be careful and to understand that their actions can affect others. The children build up a range of skills when using equipment to reduce unnecessary risk.

- Rotary cutters are to be used with a safety ruler
- Craft knives are used only by 5/6 under direct supervision of an adult
- Glue guns are used (low temperature) under supervision.

- All staff, including helpers, are made aware of food safety procedures when working with food to minimise any risks.
- The children wear protective clothing if necessary.

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. The work of the Design and Technology Subject Leader also involves supporting colleagues in the teaching of Design and Technology, 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 Lead decides upon the curriculum, the different topics and when they fall in the school year, which allows for the easier allocation of resources. They will undertake professional development to keep up with training in the subject, and also provide other staff members with opportunities for training. The Design and Technology Subject Lead will attend network meetings and build good links with other local schools and local industry, to promote Design Technology and keep up to date with current trends and thinking.

Design Technology will be reviewed throughout the year, and the Design and Technology Subject Lead will monitor impact through observations of Design and Technology teaching across the school, pupil interviews and data collection. The Design and Technology Subject Lead will write an annual report in which she/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. The Design and Technology Subject Leader has specially-allocated, regular management time in order to review evidence of the children's work and undertake lesson observations of Design and Technology teaching across the school.