

A Policy for DT

Rationale

In keeping with the ethos of Duke Street Primary School, we believe that every child within our school should have full access to Design and Technology as laid down in the National Curriculum regardless of age, gender or ability. We seek to ensure that our teaching reflects the current guidance to schools, which emphasises the particular importance of designing and making. We encourage the children to be resilient in all aspects of their learning, especially in DT, and for them to gain the skills necessary to support them outside of school life.

Aims:

- To present Design and Technology in a fun, interesting way, which encourages children to use their imagination and initiative.
- To develop our pupils' practical and thinking skills, enabling them to offer possible solutions to practical problems.
- To develop pupils' abilities to engage with, and critically appreciate a range of designed outcomes made by themselves, their peers and adult designers.
- To develop pupil's ability to select appropriate materials, tools and components and use these with due regard to safety.
- To enable pupils to apply skills, knowledge and understanding from the programmes of study of other subjects, where appropriate.
- To deliver exciting and active lessons where independent learning is facilitated.

Role of the Subject Leader

The role of the subject leader is to:

- advise and support staff in planning teaching and learning of art;
- support staff with art technique and offer CPD where necessary;
- monitor teachers' planning as part of on-going subject monitoring and evaluation of practice;
- audit, identify, purchase and organise all DT resources, ensuring they are readily available and well maintained;
- keep up-to-date on the use of DT in the curriculum and create a progression of skills for all year groups;
- promote DT throughout the school e.g. organise events where skills learnt, can be put to use
- to monitor use of the folders throughout the school.

Purpose

- To increase children's technological awareness of the world around them.
- To encourage them to draw upon their own and others experiences.
- To promote an attitude of teamwork and co-operation.
- To develop children's problem solving and self-evaluation skills.

Teaching and Learning

EYFS

Throughout the Foundation Stage, the children are constantly provided with the opportunities to design, make and evaluate different products through continuous provision. The teachers within Early Years provide the children with plenty of chances to express themselves through their own designs. The children learn from an early age that it is acceptable for their work to be unique and that it doesn't all have to look the same.

Key Stage 1 and Key Stage 2

Duke Street Primary School follows the National Curriculum for Design and Technology at Key stage 1 and 2. All pupils have Design technology lessons in the second half of each term. These lessons cater for all children's abilities and potential. Activities are planned using skill progression documents, which relate to a variety of cross-curricular links, such as computing, science or history and geography.

The National Curriculum level descriptors indicate progression in the following key areas

- Investigating, exploring and analysing existing and own designs.
- Developing, planning and communicating ideas.
- Working with tools, equipment, materials and components to make quality products.
- Evaluating processes and products.

Design and Technology provides opportunities for children to develop key skills such as communication, teamwork, problem solving and self-evaluation. They will also acquire some subject specific skills that are split into four key areas:

SEND

We recognise the fact that we have children of differing ability in all our classes, so we provide suitable learning opportunities for **all** children. The needs of all pupils are considered when planning DT, and adaptations are made where necessary to make learning accessible to all. Some pupils with SEND may have an individual learning plan (ILP) which may or not include targets related to fine and gross motor skills. This may impact pupils' performance in DT. Teachers will account for this in planning and delivery of DT, as well as providing differentiated resources as needed, whilst maintaining inclusivity. We achieve this through a range of strategies that are essential to developing a more inclusive curriculum. We also aim for children with SEND, to be supported in the fundamentals in cooking and nutrition, so that they are able to make informed choices on what they cook (including the safe use of cooking utensils) and eat.

Our planning provides opportunities for:

1) Investigating

- Looking at existing products
- Investigating the structural and characteristics of products
- Developing their analytical and critical skills
- Researching and communicating information

2) Designing

- Developing and planning ideas
- Communicating design ideas in different ways using annotation
- Furthering their knowledge of materials and components
- Investigating products, by analysing what they are used for and the needs of the people who use them.
- Developing innovative and imaginative design ideas
- Further their understanding of business and enterprise

3) Making

- Selecting appropriate tools and techniques.
- Using equipment safely and correctly
- Measuring, marking, cutting, assembling, joining and combining components with increasing accuracy
- Using finishing techniques to strengthen and improve the appearance of their products
- Following safe procedures for food safety and hygiene

4) Evaluating

- Reflecting on the on-going process, as well as the finished article
- Identifying ways of improving products
- Knowing that the quality of a product depends on how well it was made and how well it meets its intended purpose

Cooking and Nutrition:

- use the basic principles of a healthy and varied diet to prepare dishes.
- understand where food comes from.
- understand and apply the principles of a healthy and varied diet
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

Within each section of the Key Stage 1 and 2 opportunities, the children will also be encouraged to use technical language and vocabulary, appropriate to the skills they are learning at the point in the curriculum.

Health and safety

Health and safety is important, particularly when working with tools, equipment and resources.

Children need to be taught how to:

- use tools and equipment correctly
- recognise hazards and risk control

Risk assessments are carried out by the class teacher for activities where a risk assessment is deemed appropriate (the use of glue guns, saws, hammers and nails).

Assessment and Monitoring

The assessment process for Design and Technology provides key skills, which enables the subject leader to assess and monitor progress in folders. The Skills Progression document

given to planning staff provides information for what the children should be achieving at each year group.

Evidence for making judgments will be gathered through discussion and observation of the pupil during the lesson and by the child's recording of the activities, e.g. planning, designing, and photographing practical activities. All levels are based upon teacher assessment. Children are also given the opportunity to fully participate in the assessment process, through peer, self and group assessments. Photo or video evidence is uploaded onto the schools one-drive system to show the skills being met.