

Design and Technology Policy

Design and Technology in this school will develop pupils' creativity and imagination. They will design and make products that solve real and relevant problems within a variety of contexts, each time considering their own and others' needs and values. They will be encouraged to evaluate how the past has influenced present designs in our daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

INTENT

1. To help pupils develop the creative, technical and practical expertise that are applied confidently to enable them to participate successfully in an increasingly technological world with the use of subject specific vocabulary
2. To enable pupils to build and apply their knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
3. To teach pupils how to critique, evaluate and test their ideas and products and the work of others through discussion and evaluation
4. To enable pupils to understand and apply the principles of nutrition, promoting a clear understanding of a balanced diet.

IMPLEMENTATION

Teachers will use a variety of creative and practical activities, to teach pupils the knowledge, understanding and skills needed to engage in a process of designing, making and reviewing, including the use of outdoor learning

1. Pupils will use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
2. They will generate, develop, model and communicate their ideas through discussion, annotated sketches, diagrams, prototypes, pattern pieces and computer-aided design
Pupils will design and make in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment]
3. They will be provided with opportunities to generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology; and they will apply their understanding of computing to program, monitor and control their products
4. Pupils will select from and use a range of appropriate safe tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
5. They will have opportunities to select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics, functional properties and aesthetic qualities
6. Pupils will be given time to explore and evaluate a range of existing products and evaluate their ideas and products against design criteria including their own design criteria and consider the views of others to improve their work
7. They will be given the opportunity to build structures, exploring how they can be made stronger, stiffer and more stable; and use mechanisms [for example, levers, sliders, wheels and axles], in their products
8. Teachers will assess children's work in science through formative and summative judgements by; asking questions, observing learners during lessons, observing pupils solving practical problems and listening to pupils' discussions. Work will be marked regularly and frequently and pupils will be given appropriate, clear feedback which tells them how well they have done and what they need to do next to improve
9. Assessment will be based on key skills and essential knowledge and understanding within the DT NC programme of study. A portfolio of work from Y1 to Y6 will be built up to show examples of the range of work done and evidence of progression
10. The DT leader will support the teaching and learning of DT by; providing strategic leadership and direction, monitoring progress and standards across the school, reviewing and revising the DT policy, monitoring and supporting teachers in the teaching of DT, keeping staff up to date on new developments in DT, monitoring the effectiveness of the planning and development of DT, auditing, monitoring the effective and appropriate use of resources and obtaining new resources.

IMPACT

Through a variety of creative and practical activities, pupils will develop the knowledge, confidence, understanding and skills needed to enable them to engage in an iterative process of designing and making as they draw on other subjects such as mathematics, science, engineering, computing and art. Pupils will take calculated risks, as they develop and become resourceful, innovative, enterprising and capable citizens and will understand how key events and individuals in design and technology have helped shape the world

Revised and adopted by the Governing BodyDate.....Review Date.....

