

Monkton Church of England Primary School

Design Technology Policy

Lead Person: Chris Marston

Policy Date: June 2023

Review Date: June 2026

Signatures:

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Chair of Governors Executive Headteacher



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| **Monkton Church of England Primary School** |
| **Compassion, Courage, Justice****Jesus said, ‘Go and do the same.’** |
| Our school has compassion at its heart, which inspires us to be people of courage, who care for ourselves, stand with others and seek justice as we grow and discover the world around us.By knowing each individual, our learning environment is shaped to encourage creativity, promote challenge through our learning values and nurture spirituality, ensuring all thrive. |
| **The Parable of the Good Samaritan**Luke 10:25-37 English Standard Version (ESV) |
| **Christian Foundations** |
| **Compassion Courage** **Justice** |
| **As a Federation, we are passionate about every individual flourishing, so that they can be nurtured and develop as well-rounded children, living life in all its fullness.**Every policy is written with our Christian Vision and Foundations in mind. |

Aims and objectives

Design and Technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others’ needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present Design and Technology, they develop a critical understanding of its impact on 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.

The aims of the Design and Technology curriculum are:

* To develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
* Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
* Critique, evaluate and test their ideas and products and the work of others
* Understand and apply the principles of nutrition and learn how to cook.

Teaching and learning style

The school uses a variety of teaching and learning styles in Design and Technology lessons. The principal aim is to develop children’s knowledge, skills and understanding in Design and Technology. 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. They have the opportunity to use a wide range of materials and resources, including ICT.

In all classes there are children of differing ability. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

* 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.

Design and Technology Curriculum Planning

Design and Technology is a Foundation subject in the National Curriculum. The Design and

Technology curriculum is taught through Cornerstones, as part of our cross curricular

approach to learning.

We carry out the curriculum planning in Design and Technology in three phases: long-term, medium-term and short-term. The long-term plan maps out the Topics covered during a two year cycle. The Design and Technology co-ordinator works this out in conjunction with teaching colleagues in each class. From this units of work are planned and checked for coverage.

Our medium-term plans, give details of the topic for each term, within this planning each unit of work is broken down into a sequence of lessons. They identify learning objectives and outcomes for each unit, and ensure an appropriate balance and distribution of work across each term.

Class teachers complete short term plans for each Design and Technology lesson. These list the specific learning objectives for each lesson and detail how the lessons are to be taught and the resources needed. The class teacher keeps these individual plans

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 into the scheme of work, so that the children are increasingly challenged as they move through the school.

The Foundation Stage

We teach Design and Technology in reception classes as an integral part of the topic work covered during the year. The Reception year is part of the Early Years Foundation Stage. Design and Technology makes a contribution to developing a child’s Expressive Arts and Design and Physical Development. This is where children learn about the construction process and the tools and techniques that can be used to assemble materials creatively and safely. 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.

We provide a range of experiences that encourage exploration, observation, problem solving, critical thinking and discussion. These activities, indoors and outdoors, attract the children’s interest and curiosity.

Contribution of Design and Technology to teaching in other curriculum areas

English

Design and Technology contributes to the teaching of English in our school by providing valuable opportunities to reinforce what the children have been doing during their English lessons. Discussion, drama and role-play are important ways that we now employ for the children to develop an understanding that people have different views about design and technology. The evaluation of products requires children to articulate their ideas and to compare and contrast their views with those of other people. Through discussion children learn to justify their own views and clarify their design ideas.

Computing

We use Computing to support Design and Technology teaching when appropriate. Children use software to enhance their skills in designing and making, and use draw-and-paint programs to model ideas and make repeating patterns. They use databases to provide a range of information sources, programs and Apps to gain access to images of people and environments. The children also use Computing to collect information and to present their designs through draw-and-paint programs.

Relationships, Social and Health education (RSHE)

Design and Technology contributes to the teaching of Relationships and Health education. We encourage the children to develop a sense of responsibility in following safe procedures when making things. They also learn about health and healthy diets. Their work encourages them to be responsible and to set targets to meet deadlines, and they also learn through their understanding of personal hygiene, how to prevent disease from spreading when working with food.

Spiritual, Moral, Social and Cultural Development

The teaching of Design and Technology offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Our groupings allow children to work together, and give them the chance to discuss their ideas and feelings about their own work and the work of others. Through their collaborative and co-operative work across a range of activities and experiences in design and technology, the children develop respect for the abilities of other children and a better understanding of themselves. They also develop a respect for the environment, for their own health and safety and for that of others. They develop their cultural awareness and understanding, and they learn to appreciate the value of differences and similarities. A variety of experiences teaches them to appreciate that all people are equally important, and that the needs of individuals are not the same as the needs of groups.

Equal Opportunities

All children will be given access to Design and Technology irrespective of race, gender, creed, level of ability or nationality. Mutual respect and tolerance for all cultures will be actively promoted through the study of Design and Technology.

We teach Design and Technology to all children, whatever their ability. Design and Technology also forms part of our school curriculum policy to provide a broad and balanced education to all children. Teachers provide learning opportunities that are matched to the needs of children with learning difficulties and for those who are more able. Work in Design and Technology considers the targets set for individual children in their Personalised Education plans and EHCPs.

Assessment and Recording

Teachers assess children’s work in Design and Technology by making assessments as they observe them working during lessons. They record the progress that children make by assessing the children’s work against the learning objectives for their lessons. We record the attainment in our assessment files and comment on work at the end of a unit. This is then used to plan future work with that pupil, to provide the basis for assessing the progress of the child. Each teacher passes this information on to the next teacher at the end of each year. Assessments are recorded for each pupil on Arbor.

Some examples of work are kept but due to lack of space this is difficult. The children use the digital camera to record work. These photographs are stored for a limited time on the school’s system.

Resources

Our school has a wide range of resources to support the teaching of Design and Technology across the school. Classrooms have a range of basic resources, with the more specialised equipment being kept in the Design and Technology store.

Health and Safety

The general teaching requirements for Health and Safety apply in this subject. We teach children how to follow proper procedures for food safety and hygiene. Specific health and safety risk assessments are completed for food technology and copies are available from the class teacher. Health and Safety risk assessments for all making sessions are identified on short term plans, stored on the school’s system and discussed with the class before the commencement of the activity.

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 Co-ordinator and overseen by the Head of School. The work of the Co-ordinator 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 co-ordinator will also monitor and evaluate finished work and the Head of School/Executive Head teacher will observe lessons. This is linked to the school plan.

The Design and Technology Co-ordinator is:

This policy was updated June 2023

Signed …………………………………. Executive Head

Signed …………………………………. Chair of Governors

Date: