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Design Technology Policy

Action	Date	Signature
Policy Written	12 th September 2023	GSmith
Policy Ratified	19 th September 2023	JWalker
Review Date	September 2026	

Through our love of God and of each other, our children will thrive personally and academically in a happy, safe place of faith and high expectation for all





RATIONALE

In teaching Design Technology at St John's CE Primary School we aim to prepare our pupils for a rapidly changing society. Through practical based activities and task reflection, we develop the skills of designing, making and evaluating products.

CHRISTIAN STATEMENT

Design Technology can easily be recognised and developed within a Christian ethos. The Bible speaks of God the Creator and as we were made in his image, each human being shares creative qualities and talents. Through teaching Design Technology we encourage pupils to both think and construct creatively, for both themselves and a wider audience.

AIMS:

- To help develop the social skills necessary to work as part of a team, as well as the ability to work independently when the situation demands.
- To engage the interests of all learners and help sustain their motivation and enjoyment of learning.
- To develop Design Technology through combining the children's designing and making skills together with their knowledge and understanding in order to design and make products.
- To give children the opportunities and experiences to develop their ideas.
- To teach practical skills and to work with a wide range of materials, including food.
- To teach practical skills and to work with a wide range of tools, developing awareness of safety.
- To develop the ability to identify hazards and risks and take appropriate action.
- To become aware of the impact of Design Technology and its contribution to the quality of life.
- To use and develop pupils knowledge and skills in other subjects, through their designing and making activities.
- To accumulate DT skills from Foundation stage to Year 6.
- Through Design Technology activities we aim to enhance the speaking and listening skills of our pupils.
- In working towards the quality of design children need to be encouraged to evaluate how effectively their product is at meeting its purpose and the quality of its manufacture.

PLANNING & ORGANISATION:

Design Technology is a foundation subject in the National Curriculum.

DT has been embedded into the school's curriculum maps, so that cross- curricular opportunities are maximised.

A long term map showing the range of skills to be taught from Year 1 to Year 6 has been devised, and possible cross curricular links identified.



In Design Technology the children will work individually, in groups, and as a whole class as a means to ensure safety and inclusion. Teachers may choose to use time flexibly, including block work, to ensure coverage.

Food technology is taught across the school using the food technology area and equipment. This is located in the Food Area in the hall.

CONTINUITY AND PROGRESSION

Through careful curriculum mapping, the school ensures that there is skills development between classes and Key Stages.

TIME ALLOCATION

Teachers may approach the teaching of DT flexibly to ensure coverage. The teaching may take place weekly, as blocked work or in an integrated way with Science, Maths, History, Geography and Art.

TEACHING AND LEARNING STRATEGIES

Many DT assignments will follow a structure of explore and evaluate, skills exploration, design and make and evaluate. This structure may vary in order and some skills may be explored in other subject areas (such as science or art). All children will experience focussed practical tasks.

RESOURCES

Food technology equipment is available in the Food Area in the hall.

Tools are kept in the resource cupboard outside Puffins classroom. There is a trolley for saws and glue guns.

Each classroom has its own stock of basic DT materials.

More specialised materials are kept in the first bolted cupboard on the left in the Puffins cloakroom area. There is a list of resources on the cupboard doors.

Should particular resources be required it is the class teacher's responsibility to inform the DT coordinator in a timely manner so resources can be ordered.

ASSESSMENT, RECORDING AND REPORTING

Assessment of progress will be on-going by the teacher throughout the year and will be carried out by observing, photographs and evaluating completed projects. The information will be reported in writing to parents annually.

The children's planning, designing and evaluations of work will be recorded in their Art/ DT sketch books.

CONTRIBUTION TO OTHER AREAS OF THE CURRICULUM

DT has links with Science, Art, History, Geography, Maths and English. DT can also include opportunities to use computer skills and, when working as a pair or group, DT provides the opportunity to enhance speaking and listening skills. Topics for practical tasks often have links with subjects themes, such as applying the use of circuits learnt in Science.

Children are made aware of the consequences of irresponsible design work on the environment and wasting resources. Pupils are taught to value the skills to be found in other people's work.



EQUAL OPPORTUNITIES

Experience of Design Technology is an entitlement of all children and is essential to enable them to achieve their full potential as individuals and members of society. The needs of all children will be catered for through appropriate provision. Through discussion and planning, teachers challenge stereotypes and ensure individuals have equal access to DT experience and opportunities.

There is an understanding that, occasionally, positive discrimination may need to be used in order to achieve full equality of opportunity.

HEALTH AND SAFETY

There is a DT risk assessment document in place and it is the class teacher's responsibility to ensure they are familiar with it prior to using tools. Prior to using tools and equipment, children must be shown how to handle and use them safely as they will be under observation. They will be taught health and hygiene rules when handling food. This is of particular importance as it will help minimise the spread of bacteria and, in turn, any associated virus.

COMMUNITY LINKS

As part of a wide range of educational visits, children will get the opportunity to experience DT in different settings and appreciate DT in locations other than school.

The school is sometimes approached by local businesses to engage in designing activities. This is well received by the pupils, staff and parents/ carers.

Sometimes design activities that involve a competitive element or help raise money (such as design a Christmas card or Easter Egg) are undertaken; these have sometimes included outside business as a sponsor to the event.

REVIEW AND MONITORING

The Subject Leader is responsible for carrying out reviews of DT. Monitoring is carried out at least annually. The Subject Leader may ask for evidence of children's work and assessments on a termly basis.

PROFESSIONAL DEVELOPMENT

Staff development is linked to the school's development plans and performance management needs. The Subject Leader may lead staff meetings to train staff where a gap in knowledge has been identified and to ensure the continued development of the subject.

POLICY REVIEW

The curriculum map for DT is under review every term. Class teachers are responsible for keeping the Subject Leader informed of any amendments which might affect the long term overview or DT policy. The DT policy is reviewed every three years by the subject leader.