Design and Technology Policy

Policy Details:

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Policy history:

DATE	NOTES	SUBJECT LEAD
06.06.22	Policy Created	Katie Smith
30.10.23	Policy reviewed	Katie Smith

DESIGN AND TECHNOLOGY POLICY

Our Aim:

We aim for Design and Technology to provide children with the opportunity to gain independence in their learning as their skills progress from EYFS right up to Year 6, allowing them to have confidence in themselves and the ability to think creatively and practically. We are committed to ensuring that children are inspired and enthusiastic about the opportunities provided at Wistaston Church Lane Academy, and we aim for children to develop transferable and relevant skills through our delivery of the Design and Technology curriculum.

Principles of teaching Design and Tehnology:

To ensure high standards in the teaching and learning of Design and Technology, we implement a curriculum that is progressive throughout the whole school, allowing children to develop their knowledge and skill set as they progress through the school focusing on knowledge and skills stated in the National Curriculum, which is taught through use of the Kapow scheme of learning. Design and Technology Curriculum overview can be found here.

Our principal aim is to develop the children's technical knowledge, skills and understanding in Design and Technology and we use a variety of teaching and learning styles in our Design and Technology lessons. We teach a range of practical and written sessions using whole class teaching methods.

Throughout their time at WCLA children will:

- Research exising products available and use this to inform their design criterion.
- Develop a range of skills across various topics such as food technology, textiles, structures, mechanisms and electricity.
- Use their research to design their own product based on what they have researched.
- Build the confidence to independently select and use a variety of tools safely.
- Recognise what they feel went well with their final product, and any changes they would make in future.
- Expand their technical knowledge and begin to use this to describe the choices they have made during the making process.

Teaching Sequence:

Design and Technology is taught for at least 3 half terms a year by the class teacher or HLTA. Design and Technology sessions are 1 to 2 hours in length. The teaching sequence is as follows:

- Introduction of the topic and initial assessment quiz.
- Introduction of new vocabulary relating to the topic and understanding of what these words mean and how we may use them during the design and making process.
- Research of exisiting products, either with physical products or through pictures. Use this research to develop a design criterion.

- Development of new skills related to the topic and the opportunity to practise these skills.
- Design their own product based on the design criterion developed during the research stage.
- Select appropriate tools and materials to make the product independently where possible.
- Evaluate the product and consider what went well, what could be improved and next steps for future products.

Design and Technology work is recorded in Design and Technology books with a range of written work and pictures to evidence practical activity. There is an expectation that there will be an 'Aim' statement or an explanation of skills used during the session. Design and Technology should have evidence of all steps of the Design and Technology process; Research, Design, Make, Evaluate. Children will develop their technical knowledge throughout this process. All lessons will be based on one of the following steps of the lesson cycle:

	KS1	KS2
Design	Research – look at products physically or through internet/pictures and develop a whole class design criterion. Verbally explain design and begin to record this.	Research – look at products physically or through internet/pictures and develop a design criterion independently. Record designs and justify why tools/materials have been selected.
Make	After discussion, select appropriate tools and materials. Create a product based on their design criterion with support.	Independently select appropriate tools and materials to make the product. Independently make a product and being to verbally express changes that could be made.
Evaluate	After discussion, identify what went well with the product and any changes.	Build skills to continuously evaluate throughout the making process using newly learnt vocabulary. Once the project is complete, identify what went well/what could be changed.
Technical knowledge	Learn new vocabulary. Practise new skills and apply these with support.	Learn new vocabulary and use this during the design/make/evaluate process. Practise new skills and independently apply these.

<u>Design and Technology in Early Years:</u>

In Early Years, children begin to explore different materials and tools for joining materials safely. Children explore various materials and begin to make choices about how to join materials, they develop the skill of using scissors safely and start to use tools such as scissors and cutlery independently. Children begin to discuss with an adult what they would like to build and start to develop skills to explain how they created their product including the materials and tools used.

<u>Design and Technology for all:</u>

To make Design and Technology lessons inclusive, teachers anticipate what barriers children may have when taking part in Design and Technology sessions. When planning, we consider strategies to overcome those barriers to ensure all children are able to participate and enjoy Design and Technology sessions. In most activities, pupils with SEND should be able to take part in the same way as their peers with some additional support provided. Occasionally,

necessary modifications will need to be made to allow children with SEND to work towards the same objective as their peers.