

LEAMINGTON C.P. SCHOOL



Design and Technology Policy

[Alternative format available on request](#)

DT POLICY DOCUMENT

MISSION STATEMENT

We at Leamington Community Primary School will work to provide a happy, secure and stimulating environment in which every child is valued and encouraged to achieve their full potential through the development of a love of learning and a desire to expand their knowledge.

National curriculum

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.

(2014 Purpose of study)

Aims

The national curriculum for design and technology aims to ensure that all pupils:

- 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

Every Child Matters

Children will be taught in line with the Every Child Matters document covering the five areas:

- Economic wellbeing
- Enjoy and achieve
- Be healthy
- Be safe
- Make a positive contribution

Health , Safety and Hygiene

At Leamington, we ensure that practice in this subject is healthy, safe and hygienic. Children are taught to work safely, using tools, equipment, materials, components and techniques appropriate to the task. Risk assessments are carried out prior to undertaking D&T projects. In food technology, we identify whether there are any children who are not permitted to taste or handle any food ingredients or products. We follow our school and local authority policy and guidance on health and safety.

Planning

Teachers follow a national scheme of work called 'Projects on a Page', designed to cover national curriculum (2014) requirements in primary design and technology.

The scheme enables teachers to use their creativity and professional judgment to plan and teach successful D&T projects each term. It provides helpful sketches, diagrams, tips and techniques which make teaching and learning more rewarding and effective and ensures that all the D&T taught in school enables children to design, make and evaluate functional products with real users and purposes in mind.

All projects taught at Leamington are based on the six essentials of good practice in D&T.

- User – children should have a clear idea of who they are designing and making products for, considering their needs, wants, interests or preferences. The user could be themselves, an imaginary character, another person, client, consumer or a specific target audience.
- Purpose – children should know what the products they design and make are for. Each product should perform a clearly defined task that can be evaluated in use.
- Functionality – children should design and make products that function in some way to be successful. Products often combine aesthetic qualities with functional characteristics. In D&T, it is insufficient for children to design and make products which are purely aesthetic.
- Design Decisions – when designing and making, children need opportunities to make informed decisions such as selecting materials, components and techniques and deciding what form the products will take, how they will work, what task they will perform and who they are for.
- Innovation – when designing and making, children need some scope to be original with their thinking. Projects that encourage innovation lead to a range of design ideas and products being developed, characterised by engaging, open-ended starting points for children's learning.

Authenticity – children should design and make products that are believable, real and meaningful to themselves i.e. not replicas or reproductions or models which do not provide opportunities for children to make design decisions with clear users and purposes in mind.

Three types of D&T activities

Each Project includes three types of activity:

- Investigative and Evaluative Activities (IEAs) where children learn from a range of existing products and find out about D&T in the wider world; For children to understand the context for their project, it is advisable to give them an overview of what they will be designing, making and evaluating before they undertake any activities.
- Focused Tasks (FTs) where they are taught specific technical knowledge, designing skills and making skills;
- Design, Make and Evaluate Assignment (DMEA) where children create functional products with users and purposes in mind.

Evaluation

Feedback to pupils about their own progress in Design and Technology is achieved through assessing and discussing their work. Children will evaluate their own work using different 'assessment for learning' methods.

Breadth of study

At Leamington, we ensure the children design, make and evaluate products using the broad range of materials and components specified in the statutory requirements. These include construction materials, textiles, food, mechanical components and, in Key Stage 2 only, electrical components.

Teachers are provided with lists of possible resources to use including tools, equipment and materials which they can adapt as appropriate. This will also help meet the needs of the children in their class.

Contexts of study

Teachers, in discussion with the children in your class, decide what products they will design and make, who their products will be for and what purposes they will perform. Teachers should use their professional judgement to plan creatively and make links to topics and themes in other subject areas, whole school topics as well as topics taught in isolation.

Coverage and progression

The Projects on a Page scheme provides progression and coverage of the new NC programmes of study for KS1 and 2 and an appropriate expectation for children's learning according to their ages. D.T is taught as part of a wide and balanced curriculum and where possible should strive to raise standards in core subjects; English, Maths, Science and Communications.

Assessment

Teachers are expected to assess the progress of children in their class against the age related expectations.

Presentation

Excellence in Design and Technology is celebrated in display and presentation including:

- Suitably mounted displays in classrooms and throughout the school.
- 3D displays on tables and hanging displays.
- Photos of samples of Design and Technology work will be put on display.
- Books for drawings, pictures, plans, sketches, notes and evaluations.

These can all be used for assessment and monitoring progression.

Monitoring

The Design and Technology Subject Leader will monitor the planning of work produced every term and provide feedback to class teachers. Photographs will be stored on the intranet.

Reporting

Reporting to parents is done on an annually basis through a written report. Reporting in Design and Technology will focus on each child's

- Designing and making skills
- Knowledge and understanding

Equal opportunities

It is important for all children to experience the range of Design and Technology activities. As mentioned in the Disability Equality Scheme. All reasonable adjustments will be made to allow all stakeholders to have access to the full curriculum regardless of any disability. Any child with a disability will be targeted, tracked and planned for to ensure they have full access to the curriculum, and that good progress is made.

Special Educational Needs

All children will be encouraged and supported to develop Design and Technology capability through a range of materials. We recognise the importance of identifying specific difficulties that individual children might have so that appropriate teaching and organisational strategies can be adapted.

Gifted and Talented

Any children who are achieving significantly higher levels of performance than average for their year group in this subject will be identified as gifted/talented. Class teachers (with support of the subject and Gifted and Talented co-ordinator when needed) will ensure that appropriate tasks are planned to challenge and stretch all children. These children will be tracked throughout their time at Leamington to ensure they reach their full potential.

Role of the Subject Leader

The Subject Leader will:

- Lead the development of Design and Technology in the school.
- Provide guidance to individual members of staff.
- Keep up to date with local and national developments in Design and Technology and disseminate relevant information.
- Order stock and be responsible for the organisation and maintenance of Design and Technology resources.

Resources

A wide range of materials and equipment are available for the teaching of each unit of work. Main Technology cupboard resources include:

- A variety of tools and materials for cutting, shaping, joining and combining
- A range of paper, card and junk modelling materials
- Textiles
- Electrical and mechanical components
- Materials such as straws, balloons, pipe cleaners and wheels
- Woodwork tools

The cupboard includes a selection of resources from the technology cupboard. A full list of these resources are in the Design and Technology co-ordinators file. If there are any specific questions regarding resources, the Design and Technology co-ordinator will be available to support class teachers.

P.S.H.E Children will work in a range of modes including co-operative work, individual work and class work where appropriate. Within this structure children are encouraged to develop inter-personal skills through discussion, enquiry, negotiation and working as part of a team.

Reviewing the Policy

This policy is reviewed annually by the Design and Technology Co-ordinator. A major review by the whole staff and governing body is undertaken every 3 years, in line with the rolling programme adopted within the school.

This is a Safeguarding School

We have a duty to safeguard and promote the welfare of children.

If we have any concerns that a child may be suffering harm, we have no choice but to refer to Social Services when appropriate.

- The named Child Protection Co-ordinator (CPC) is Mrs Draper.
- The nominated governors for Child Protection are Mrs Shaw and Miss Simcoe
- Copies of the school's child protection / Safeguarding policy can be obtained from the school on request.

Accepted by staff, _____
Adopted by Governors _____