

Design Technology Policy

Settle and Malhamdale Primary Partnership of Schools



Approved by:

Settle and
Malhamdale Primary
Federation

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“The nature of design and technology is such that it should provide opportunities for pupils to engage in activities that are challenging, relevant and motivating. This should give pupils enjoyment, satisfaction and a sense of purpose.” (DATA Primary Guidance, p4)

Introduction

Settle and Malhamdale Federation Partnership of Schools are committed to providing all children with learning opportunities to engage in design technology. Our planning and practice is based on the National Curriculum for Design Technology.

Value of Design and Technology

We believe design and technology is about designing and making products for a specific user and purpose. It involves children in learning about the world we live in and developing a wide range of knowledge and skills through designing and making. It helps children to think through problems creatively, about how to organise themselves and how to use knowledge and skills to bring about change and to shape the environment. Through design and technology children become discriminating and informed users of products and become innovators.

Aims of Design and Technology

We believe Design and Technology offers opportunities for children to:

- Develop their capability to create high quality products through combining their designing and making skills with knowledge and understanding;
- Develop a sense of enjoyment and pride in their ability to make;
- Nurture creativity and innovation through designing and making;
- Develop an interest and understanding of the ways in which people from the past and present have used design to meet their needs.

In the Early Years Foundation Stage we provide opportunities for children to:

- Develop a curiosity and interest in the designed and made world through investigating, talking and asking questions about familiar products;
- Develop confidence and enthusiasm through frequent exploration of construction kits to build and construct objects, and activities for exploring joining, assembling and shaping materials to make products;
- Extend their vocabulary through talking and explaining about their designing and making activities.

Implementing Design and Technology

Each design and technology project will be taught weekly, in half term blocks or during Design and Technology mornings/ afternoons/ days, dependant on the needs of the project being worked on.

Planning

The D&T Association's Projects on a Page scheme of work provides the framework for learning and teaching in design and technology.

- One project is planned and undertaken each term.
- In the EYFS, design and technology activities are planned; some initiated by the children and some led by adults.
- Children in their designing and making will apply knowledge and skills of: textiles, food, mechanisms, mechanical systems and structures. Electrical systems are taught in KS2.
- Most year groups are to complete a food project per year in DT.
- All design, make and evaluate assignments provide learning opportunities for developing creativity through designing skills such as generating, exploring, modifying ideas through drawing, modelling with materials and problem solving.

All projects should include the three types of activity:

1. Investigative and Evaluative Activities (IEAs) where children learn from a range of existing products and find out about D&T in the wider world;
2. Focused tasks (FTs) where they are taught specific technical knowledge, designing skills and making skills;
3. Design, make and evaluate Assignments (DMEA) where children create functional products with users and purposes in mind.

Cooking and nutrition

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

Pupils should be taught to:

Key stage 1

- use the basic principles of a healthy and varied diet to prepare dishes
- understand where food comes from

Key stage 2

- understand and apply the principles of a healthy and varied diet
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques

- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed

Links with other subjects and key competencies

- We believe design and technology provides a natural opportunity for children to practice and improve basic skills such as spoken language, English and mathematics.
- In our design, make and evaluate assignments we aim to provide learning opportunities for developing key competencies such as problem-solving, teamwork, negotiation, consumer awareness and organisation.
- Through evaluating the process and their final products children will be encouraged to improve their own in Key Stage 2.
- Children develop and apply knowledge and skills from art and design, science, computing and English in design and technology. Teachers will make links wherever possible to help raise standards in both subjects and enhance children's learning.
- Design and technology is used to raise children's appreciation of British Values.

Computing

- Planning and design
- Research
- Desk top publishing of printed material
- Programming and control is used in electrical systems projects
- Our computer-aided design (CAD) software is used when appropriate.

- **Extending the curriculum**
- Children should develop an understanding of the design and made world through first-hand experience.
- Wherever possible children will be given opportunities to visit local museums, shops and restaurants and meet with designers, engineers, chefs, architects and students from college or secondary schools.

Organisation

All class teachers will have responsibility for planning and teaching D&T to their classes.

Inclusion

- A wide range of cultural images and contexts will be used in design and technology, and we will use these opportunities to challenge stereotypes.
- For all children to produce their best, we plan differentiated resources and tasks through:
 - adapted worksheets;
 - changing the demands of a task;
 - more limited choices;
 - greater teacher intervention, small group work and teaching assistant support;
 - ensuring manipulative skills needed are manageable;
 - selecting appropriate tools and equipment.
- Talented or able children are challenged through more demanding tasks such as more open-ended design briefs, rigorous testing of their products, carrying out independent research, giving additional responsibilities such as leading a team.
- STEM opportunities promoted throughout school.

The learning environment

- We aim to provide a learning environment where children feel secure and creative risk-taking and problem solving is encouraged and children's design ideas and suggestions are valued.

Assessment, recording and reporting

- Children in Key Stages 1 and 2 will keep sketches, plan drawings, paper mock-ups, notes and evaluations in a process diary/booklet/sketch book. These can be used for assessment purposes and for monitoring progression.
- Teachers make notes at the end of projects on children who were significant above or below expectations set out in the project planners; this will inform future planning.
- Children are encouraged to make personal assessments of their own work through evaluating activities and identifying what they need to do to improve.

Management and organisation of resources

- The design and technology subject leader will order consumable resources towards the end of each term for specific planned projects. A request for alternative or additional resources can be made at this time.
- The consumable resources are stored in labelled boxes in the STEM room should be returned after use.
- Teachers are asked to check that supporting materials are complete prior to returning them.
- An audit of consumable materials such as masking tape and PVA glue will be completed and given out to teachers at the beginning of each academic year.
- Tools and equipment such as glue guns, wire strippers, hacksaws, bench hooks and snips are kept centrally and are safety checked annually and replaced when required.
- Food will be bought and stored in the fridge.
- Utensils and equipment for food will be stored in the labelled box and stored in cupboards in KS1.

Health and safety

- Risk assessments will be carried out prior to design and technology projects.
- Teachers will always teach the safe use of tools and equipment and insist on good practice.
- Children will be taught how to take steps to control risks.
- Glue guns will be used by Key Stage 2 children under supervision, only when there is no other appropriate joining technique.

Food – hygiene and safety

- Plastic aprons will be worn by adults and children working with food. Adults and children will always follow the preparation and cleaning routine that is displayed in the food utensils cupboard.
- Prior to food activities, children who are not permitted to taste or handle food products or ingredients will be identified.

Role of the design and technology subject leader

The subject leader will:

- Inspire learning through bringing design and technology alive for our children;
- Monitor and evaluate the learning and teaching of design and technology within the school;
- Devise an action plan to show future developments and review progress;
- Provide specialist support and guidance to colleagues on teaching projects and planning;
- Purchase and organise resources and maintain equipment to make them easily accessible for colleagues;
- Attend courses and cluster meetings for CPD and report back to staff;
- Explore ways to raise the profile of design and technology within school and make links with local businesses;

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Design Technology Lead

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