



Woodfall Primary and Nursery School

Design and Technology Policy

Overview

This policy outlines the purpose, nature and management of the Design and Technology taught at Woodfall Primary School.

'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.' (DFE 2014)

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.

Implementation

- Meaningful situations and assignments/objectives are set within familiar contexts by class teachers. They are linked mainly using the requirements for the topic.
- Focused practical tasks are also planned by the class teacher to develop and practise particular skills and acquire knowledge. Where possible they relate to the interest and everyday experiences of our children.
- To help children become aware of and investigate simple products they are given the opportunities to disassemble and evaluate these products.
- Adequate time, access to information, skills and resources are available to enable children to make good quality products.
- Children are given the opportunity to evaluate their designs and outcomes and be able to create their own suggestions for improvements.

At the Foundation Stage, through the relevant areas of learning, children will have opportunities to explore and investigate D&T. This is due to its link with the Early Learning Goals and the EYFS documentation.

The content of the National Curriculum aims are tailored, where appropriate, to meet the needs of each year group.

Inclusion

We seek to:

- Enable all children regardless of gender, race or ability, to reach their full potential in D&T using their prior and present knowledge and skills.
- Incorporate D&T into a wide range of cross curricular subjects and take advantage of the multicultural aspects of Design & Technology

e.g. in investigating and disassembling artefacts from other countries, such as musical instruments and circus big tops.

Teacher assessment is used to inform future planning and to review children's capabilities. Children are encouraged to make an oral or written evaluation of their work in technology. Where appropriate children will use design sheets, booklets or folders to plan, record and evaluate their work.

Coverage of the programmes of study is mapped by individual teachers against their D&T active challenges over the year. Formative assessments and examples of completed projects are shared between staff members and the Subject Co-ordinator during the academic year and staff meetings. Information is also gathered during phase planning.

Recording and Reporting

Written reports will be sent to parents once a year, based on assessments made throughout the year by class teachers. KS1&2 share an overall effort grade for the foundation subject of D&T within the annual report. Written or verbal targets will then be provided within the year to the children.

Provision for SEN and Able Pupils

The D&T programme is tailored to the age, as well as the emotional, intellectual and physical maturity of the children. Lessons are differentiated by outcome, task, resource, teaching method and support, to take account of the different experiences, strengths and interests of the children.

Children with Special Educational Needs are given equal access to the curriculum. Materials can be used or adapted if necessary. Children are given opportunities to revisit knowledge and skills in different contexts. Gifted, Talented and Able children are given opportunities to further their abilities with objective extensions by applying their skills into different situations and tasks.

Racial Equality

The curriculum is planned to incorporate the principles of racial equality where teachers take into account pupils' cultural backgrounds, linguistic needs and different learning styles. The school environment is one where

all pupils can contribute fully and feel safe and valued. Through a variety of teaching styles and strategies pupils appreciate the value of working collaboratively.

Health & Safety

The relevant section of the document Safety in Primary School Curriculum Activities needs to be taken into account in planning activities for pupils. Pupils will see hazard signs where applicable on certain technology equipment, alongside verbal instructions, to ensure the correct safe use of it.

Professional Development

Staff can attend courses relevant to the teaching of D&T to keep up to date with new initiatives and teaching styles. The subject leaders advise staff on appropriate courses to attend.

In addition, the need for whole school INSET is monitored and arrangements for the provision of this are made when necessary and appropriate.

Weekly year group and staff meetings allow discussion and exchange of ideas and new documents that may assist in the teaching of Design and Technology to ensure the potential of the subject is present for every pupil.

The Role of the Subject Leader

The subject leader will work and support the teachers in the school setting by carrying out the following.

- To prepare and monitor a progressive scheme of work in consultation with colleagues.
- To organise the requisition, maintenance and organisation of teaching resources for D&T.

- To monitor the teaching of D&T throughout the school, through lesson observation, meetings with staff and by providing support and guidance to class teachers.
- To advise and support staff on assessment and monitoring strategies with the assessment subject leaders.
- To encourage an overall positive attitude to D&T in both children and their parents wherever possible.
- To make provision for able children and those with SEN in conjunction with the SENCo and their class teacher.

Evaluation and Review Strategy

This policy was written by the D&T subject leader and has the approval of staff and governors. It will be reviewed initially by the subject leader and ultimately by the whole staff, and head teacher, every two years. Action plans will be produced annually to ensure a collaborative whole school approach to D&T.

Last Reviewed: Jan 2022

Approved by Staff:

Subject Leader: Jacqueline Farrell

Date for Review: Jan 2024