Design and Technology Policy

Policy Monitoring, Evaluation and Review

This policy is effective for Fosse Mead Primary Academy

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Fosse Mead Primary Academy Design and Technology Policy

Introduction

Design & Technology enhances the curriculum by providing a practical emphasis and enables children to be creative and productive in a tangible way. Children engage in the investigating, designing, making and evaluating of products using a variety of appropriate skills and materials in different situations. Through Design & Technology activities children will become more aware of the design processes in the modern world and the impact technology has on everyday life.

Aims & Objectives

Aims and Objectives Design and Technology aims to ensure that all pupils:

 • are motivated and inspired, in order to raise standards, through purposeful activities which achieve success and a sense of satisfaction.

• are taught the necessary progression of key skills to enable them to make and design quality products in all areas of Design & Technology.

• are provided with opportunities to develop confidence and competence in identifying and solving practical problems, using a variety of approaches, materials and methods.

• develop an understanding of the ways in which products and systems work and how they might be made to work more effectively.

• are provided with learning opportunities which encourage enquiry and nurture the development of a questioning approach.

• participate in group work, as well as share and collaborate between peers in respect of ideas and resources.

• demonstrate care and respect for equipment.

 • are encouraged to be flexible and open minded when faced with challenges and opportunities and appreciate the impact of Technology on everyday life and the environment.

• understand and apply the principles of nutrition and learn how to cook.

Planning

•To ensure progression Design and Technology skills, coverage and vocabulary is planned across the year for each year group.

• Design and Technology is to be taught across the curriculum linked to specific topics over the course of the year.

• Progression in product design, textiles and food technology knowledge and skill is carefully planned and sequenced across the school; children use our bespoke DT Booklets to gain a complete understanding of the design process.

• Skills in the Foundation Stage are planned through the objectives within the EYFS and also through their topics.

• A diverse range of teaching styles and resources should be used to maximise the involvement and enjoyment of the children.

EYFS

In the Early Years, the development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The children need the opportunity to explore a variety of materials, design, texture, form and function. Children need to use a range of small tools and techniques, including scissors and paintbrushes. In addition, they need to share their creations, explaining the process they have used.

Monitoring and Assessment

At regular times across the year, the Design and Technology Leader will undertake book looks; drop ins and discussions to monitor the effectiveness of our Design and Technology provision. The monitoring of the standards of children's work and the quality of Design and Technology teaching is the responsibility of the subject leader. The Curriculum Leader provides a strategic lead and direction for Design and Technology in the school. The Design and Technology leader is responsible for supporting colleagues in their teaching and for keeping them informed about current developments in the subject. At the end of each academic year tracker grids are to be completed and stored on the public site, where they can be accessed by the Design and Technology subject leader and all other members of staff.

Equal Opportunities

Access to the curriculum should be ensured for every child regardless of age, disability, gender, sexual orientation, nationality, race, religion or socio-economic background by:

- Creating effective learning environments in which stereotypical views are challenged and pupils learn to appreciate and view positively difference in others.
- Ensuring all forms of bullying and harassment, including racial harassment, are challenged and dealt with appropriately.
- The provision of up-to-date resources without stereotypical bias.
- The provision of differentiated activities and experiences to enhance and support the learning of children.
- Encouraging all children to answer questions and take part in discussions by creating an atmosphere in which they feel secure.
- The provision of good role models by all the adults they encounter in school.

Cross-Curricular Links

Design & Technology skills, knowledge and understanding have an impact within many subjects of the primary curriculum and opportunities will be sought to capitalise on these. This will allow children to begin to use and apply Design & Technology skills and knowledge in real contexts.

English:

Design & Technology contributes to the teaching of Literacy by providing valuable opportunities to reinforce work previously taught and prior knowledge. The use of role-play develops their understanding of Technology in everyday life and helps them to formulate and adapt ideas. The evaluation of products requires children to articulate their ideas and to compare and contrast their views with those of other people. Through discussion children learn to justify their own views and clarify their design ideas.

Maths:

In Design & Technology there are many opportunities for children to apply their mathematical skills through choosing and using appropriate ways of calculating measurements. Children learn how to measure and use equipment correctly. They will learn about size and shape and make practical use of their mathematical knowledge, to be creative and practical in their designs and modelling.

Computing:

Computing enhances the teaching of Design & Technology and is used in various ways to support teaching and motivate children's learning. The children use the internet to carry out research and look for ideas for their designs. They can also use software to develop their skills in designing and making.

Safety Guidance

General safety is the class teachers' responsibility. All teachers are responsible for the safety arrangements for their class and must demonstrate the safe use of equipment. When cooking in class, teachers should refer to the relevant risk assessment.