



Thythorn Field
Primary School

Design Technology Policy

Adopted By School: January 2024

Review Date: January 2027

Governor Signature:

A handwritten signature in black ink, appearing to read 'T. O'Keefe', is written over a faint, light blue circular watermark in the background.

THYTHORN FIELD PRIMARY SCHOOL

DESIGN TECHNOLOGY POLICY

Vision

At Thythorn Field Primary School, Design and Technology prepares and encourages children to become independent and creative problem-solvers, both as individuals and as part of a team. It enables them to identify needs and opportunities and to respond by developing ideas and eventually making products and systems. Through the study of Design and Technology our children combine technical knowledge and practical skills with an understanding of aesthetic, social and environmental issues. This allows the children to reflect on and evaluate present and past designs and to develop an understanding of the uses and impacts.

Aims

The aims of the policy are to encourage children to:

- develop imaginative thinking and to be able to talk about what they like and dislike when designing and making;
- talk about how things work, and to draw and model their ideas;
- encourage children to select appropriate tools and techniques for making a product, whilst following safe procedures;
- explore attitudes towards the world and how we live and work within it;
- develop an understanding of technological processes, products, and their manufacture, and their contribution to our society;
- foster enjoyment, satisfaction and purpose in designing and making.

Teaching and Learning

Teaching and Learning Design and Technology is taught in a variety of ways across the school, sometimes in blocks of taught time, in short skills-based activities or during Design and Technology focus days. Children are engaged in a broad range of designing and making activities and use a variety of methods such as speaking, drawing, annotations, mock-ups and ICT to communicate their ideas. Activities are differentiated through careful planning and the selection of resources, thus ensuring that the specific needs of individual children are met, and appropriate support or challenge is provided. Links to other areas of the curriculum such as mathematics, computing, science and art are identified wherever possible. This helps to give the children's work a practical context and encourages them to apply their skills to "real world" problem solving.

Early years

In Early Years, Design and Technology is taught through daily conversations, adult-led activities and child-led activities. The children are encouraged to utilise materials that are readily available within the classroom to design and create pieces of work that are either based on previous mini-teaching sessions or their own imagination. In the Foundation Stage, Design and Technology makes a significant contribution to developing a child's understanding of the world through activities such as design, imagination, creativity and fine-motor skills.

Key stage 1

The National Curriculum Programme of Study of Key Stage 1 focuses on developing the key skills and building on from the Early Learning Goals. Children will be taught the knowledge and skills needed to engage in an interactive process of designing and making; applying what they have learnt to create an end project with a specific purpose and user in mind. Creative and practical activities will be planned and delivered through a range of relevant contexts, to support such application of knowledge and skill. Children will begin to create a simple design criterion, communicating their ideas through discussion and drawing.

Key stage 2

The National Curriculum Programme of Study at Key Stage 2 aims to continue building on the Design and Technology skills and knowledge that has been acquired throughout Key Stage 1. Similarly, to KS1, children will develop their knowledge and skills through relevant contexts. Children will design, make and evaluate projects based on consumer awareness; creating design specifications based on research of needs and requirements of a particular individual or

group. Children will be encouraged to generate, develop and communicate their ideas through more sophisticated ways of planning such as discussion, annotated sketches, prototypes and computer-aided design. Evaluation of their own and existing products will have a bigger focus, as they use this to inform subsequent projects and learn about the impact of key designers, manufactures and chefs, on the modern world.

Assessment

Bearing in mind that assessing a child's performance is a continuous process carried out over the full seven years of Primary school our assessing methods include the following as appropriate: -

- Looking at a child's recorded work i.e. model, photographs, written work.
- Individual discussion.
- Listening to the children's ideas as they discuss between themselves.
- Group discussions in both planning and reporting back sessions.
- Observing the children's skills in Design and Technology.
- Children's annual school reports indicate the progress that children have made each year both in terms of knowledge and practical application.

On-going formative assessment during Design and Technology activities is used to inform end of year assessments. Areas of success are identified as well as next steps to support the children's learning. Teacher assessment will be used to assess children as working below age related expectations, working towards age related expectations, working at age related expectations or working above age related expectations. These assessments will be shared with parents in the annual report.

Recording

It is essential that the type of recording be matched to the type of Design and Technology activity as well as to the needs and abilities of the child. A variety of recording methods are therefore used. Floor books will be used by each year group to document the progress in DT. This can be images, prototypes or children's quotes/evaluations. These can be used to assess the progression throughout the year and to share with the co-ordinator for monitoring.

Resources

Design and Technology resources are stored in the central store and food resources, tools and equipment are kept in the EYFS kitchen area. This will be maintained by the Design and Technology Subject Leader who is responsible for ordering necessary equipment and materials. It is the responsibility of each class teacher to identify specific resources needed for projects within their class or year group.

Role of the Subject Leader

The subject leader will monitor the teaching and learning of Design and Technology across the school; ensuring a high quality, broad and stimulating curriculum. They will also maintain a range of good-quality materials and tools, enabling teachers to resource and teach effectively. The subject leader monitors and evaluates the quality and standard of Design and Technology throughout the school and supports teachers to develop their practice. In practice, this includes learning walks, dropping into Design and Technology sessions, book looks and discussions with both pupils and staff. Opportunities for teachers to review the scheme, policies and other support materials are given during staff meetings.

Equal Opportunities and Inclusion

Whole school policy on equal opportunities will be adhered to in Design and Technology activities. Teachers ensure that children have access to the range of Design and Technology activities and use opportunities within Design and Technology to challenge stereotypes. Children are encouraged and supported to develop their Design and Technology capability using a range of materials. Children with special needs or disabilities will be differentiated for and supported

appropriately, to ensure development of skills and equal access to the Design and Technology curriculum. All children will be supported through differentiation, adaptation or adult support, to enable equal access to learning in Design and Technology. We believe that it is important for all children to experience the range of design and technology activities. We will use opportunities within design and technology to challenge stereotypes. All children will be encouraged and supported to develop design and technological capability through a range of materials. We recognise the importance of identifying the specific difficulties that individual children might experience, and targets will be set within their IEP to reflect appropriate teaching and organisational strategies to meet their needs. At Thythorn Field Primary School we expect all children to participate in Design and Technology projects. Specialist equipment and support will be sought and provided for any children who need them in order that they will be included within and have access to tasks in Design and Technology. The subject co-ordinator will liaise closely with the SENCO (Special Needs Co-Ordinator) to ensure that all our children have differentiated access to Design and Technology, including provision of special resources or equipment where necessary and possible.

Health and safety in Design and Technology

It is important that children are taught to use tools and equipment confidently and safely and understand the steps they should take to control risks. Children should be given clear instruction on the use of all equipment before being allowed to work with it and must be carefully always supervised. Food hygiene must also be considered when working with food. Children and staff will take care to undertake appropriate hand washing and other hygiene related activities prior to preparing food.

Review

The application of this Design and technology policy will be monitored by the subject leader and reviewed and agreed by Governors on a 3 yearly basis

