West Winch Primary School
Design Technology Policy 2018

Aims and objectives

Design and technology prepares children to take part in the development of tomorrow's rapidly changing world. Creative thinking encourages children to make positive changes to their quality of life. The subject encourages children to become autonomous and creative problem-solvers, both as individuals and as part of a team. This allows them to reflect on and evaluate present and past design and technology, its uses and its impacts.

The aims of design and technology are:

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

Teaching and learning style

The school uses a variety of teaching and learning styles in design and technology lessons. The principal aim is to develop children's knowledge, skills and understanding in design and technology. Teachers ensure that the children apply their knowledge and understanding when developing ideas, planning and making products and then evaluating them. We do this through a mixture of whole-class teaching and individual/group activities. Within lessons, we give children the opportunity both to work on their own and to collaborate with others, listening to other children's ideas and treating these with respect. Children critically evaluate existing products, their own work and that of others. They have the opportunity to use a wide range of materials and resources, including ICT.

In all classes there are children of differing ability. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- Setting common tasks that are open-ended and can have a variety of results;
- Setting tasks of varying difficulty, enabling all children to work to their full potential;
- Grouping children as appropriate to the task;
- Providing a range of challenges using different resources;
- Using additional adults to support the work of individual children or small groups;
- Relating the designing and making process to other areas of the curriculum (particularly English and Maths) and to everyday life.

Design and technology curriculum planning

We plan the activities in design and technology so that they build upon the prior learning of the children. We give children of all abilities the opportunity to develop their skills, knowledge and understanding so that the children are increasingly challenged as they move through the school.

The Early Years Foundation Stage (EYFS)

We encourage the development of skills, knowledge and understanding that help reception children make sense of their world as an integral part of the school's work. As the reception class is part of the EYFS of the National Curriculum, we relate the development of the children's knowledge and understanding of the world to the objectives set out in the Early Learning Goals. This learning forms the foundations for later work in design and technology. We provide a range of experiences that encourage exploration, observation, problem solving, critical thinking and discussion. These activities, indoors and outdoors, attract the children's interest and curiosity.

Teaching design and technology to children with SEND

At our school we teach design and technology to all children, whatever their ability. Design and technology forms an essential part of the school curriculum, enabling us to provide a broad and balanced education for all children. We enable pupils to have access to the full range of activities involved in learning design and technology.

Assessment and recording

Teachers assess children's work in design and technology by making assessments as they observe them working during lessons. They record the progress that children make by assessing the children's work against the learning objectives for their lessons. This allows the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents.

Resources

Our school has a wide range of resources to support the teaching of design and technology across the school.

Health and safety (see also the Health & Safety Policy)

The general teaching requirement for health and safety applies in this subject. Risk assessments are carried out for each activity.

Monitoring and review

The monitoring of the standards of children's work and of the quality of teaching in design and technology is the responsibility of the design and technology subject leader. The work of the subject leader also

involves supporting colleagues in the teaching of design and technology, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

Adopted: Autumn 2018

Review: Autumn 2020

Heather Habbin - Chair of Governing Body