Design and Technology Policy

St Anne's Fulshaw CE Primary School
Design & Technology Policy

Intent

Through our design and technology curriculum we aim 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.

At St Anne's Fulshaw we aim to inspire children to be innovative and creative thinkers who have an appreciation for the product design cycle through ideation, creation and evaluation.

We want our children to develop the confidence to take risks, through drafting design concepts, modelling, and testing and to be reflective learners who evaluate their work and the work of others.

Our children are taught design and technology in a way that ensures progression of skills and knowledge across the school. Our three-year curriculum plan ensures that all children have covered sufficient units of work to enable them to achieve the end of Key Stage statements by the time they leave the school and to explore all strands of the curriculum.

At St. Anne's Fulshaw School we believe that design and technology will provide an enjoyable opportunity for pupils to work safely in a variety of problem solving activities. These activities will enable pupils to develop a range of skills through working with a variety of materials. Pupils will experience the joy and satisfaction of understanding, designing, adapting and making, followed by evaluating.

Implementation

At St. Anne's Fulshaw, to ensure high standards of teaching and learning in design and technology, we implement a curriculum that provides a progression of knowledge and skills, that covers all aspects of the design and technology national curriculum. We have planned a 3-year rolling programme in Years 1, 2 & 3 and in Years 4, 5 & 6, building on the knowledge and skills that the children develop in the Early Years. At the start of each topic, teachers take time to find out what are children already know so that all teaching is built on prior learning.

Teachers are able to teach weekly discrete design and technology lessons or to block them together; whichever suits their organisation better. Through teacher-modelling children will learn the skills in each area, while the key vocabulary should be explicitly taught throughout the lessons. Children will not cover all of the knowledge and skills planned until the end of the three year cycle.

Approach

Children evaluate existing products to provide a starting point. They take part in investigative and disassembly activities and are offered focused practical tasks which teach new techniques before being given design and make assignments.

Continuity and Progression

We will provide a range of activities to develop basic skills and techniques in designing and making which should ensure a firm foundation in design and technology. During these activities children should be able to:

- Use simple tools correctly and safely to make products.
- Generate ideas through modelling including talking and drawing.
- Suggest simple steps for making a product.
- Recognise the need for choosing appropriate materials.
- Identify strengths and weaknesses in their products.

Monitoring

Monitoring of the design and technology experiences the children have had will be done by the subject leader and the class teacher. The subject leader will make visits to the classrooms to observe and offer advice on how the curriculum is being (or will be) delivered to the children and will look at samples of work from each year group to develop an overall view of the subject. Class teachers will monitor children's work so that they are aware of the capability and progress of each child.

Impact

Our children enjoy and value design and technology. They achieve well and make good progress in the subject. Design and technology contributes to a child's personal development in through inspiring creativity, independence, judgement and self-reflection.
Pupils can talk confidently about their work, and share their work with others, including regularly in assembly. They understand and appreciate the value of design and technology in the context of their personal well-being and the creative and cultural industries, as well as their many career opportunities stemming from the subject.

Differentiation and SEND

All children have needs that are individual, special and ever changing. D & T enables all children to be integrated and equal. Classes contain children of mixed ability, so activities are planned to ensure all are successful. Adaptation is used to ensure that all children are fully included. Specialist aids for SEND should be used if necessary.

Equal Opportunities and Inclusion

All pupils regardless of ability, race or gender will be given equal access to D & T. Classroom management will take account of such issues and materials which are not gender biased will be used.

Assessment

Teacher assessments of D & T achievement are recorded through the year and reported to parents at the end of each academic year.Staff can use Insight Tracking to record progress againbst the end of Key Stage objectives for each child.

The subject leader keeps examples of design work and photographs of finished products in a file.

Resources

Practical resources are clearly labelled in drawers in the staff room. There are a variety of construction kits for use by different age ranges.

Parents and members of the community with special interests and skills often come into school to help with D & T activities.

Health and Safety

Health and safety is an important consideration when children are designing and making. Opportunities will be provided for children to recognise hazards when designing and making and when using certain products and tools. Children should be encouraged to consider and use simple rules that help to keep them safe. Specific safety advice is listed in Appendix 1.

Leadership

The role of the subject leader is to:-

- highlight areas for the development of D & T within the School Strategic Development Plan on a rolling basis
- co-ordinate the purchase and maintenance of equipment
- ensure that all equipment is safe to use
- review INSET needs of all staff and provide suitable training opportunities
- disseminate relevant information from courses to all staff
- keep up to date with developments and new technologies
- develop the scheme of work ensuring a whole school approach to the planning, recording and assessment of D & T
- ensure that this policy is implemented throughout the school
- review and update this policy periodically.

Staffing and Inset

INSET will be provided as school based training or through external courses.The subject leader will discuss with colleagues their INSET needs and encourage them to attend relevant courses or plan whole staff INSET through staff meetings or a staff development day.

Review

The effectiveness of this policy will be monitored by the subject leader in consultation with the Headteacher and staff.

Reviewed 07.06.22

Appendix 1

SAFETY ADVICE FOR DESIGN AND TECHNOLOGY

Children need to be trained in the correct way to use tools. This should begin at KS1. Children will need frequent reminders!

Saws Check that blades are securely fixed. Sawing should be done using a bench and the material should be firmly secured using a vice, bench hook or G clamp. At KS1 sawing should be supervised by an adult.

Craft knives Should be used under supervision and preferably with a metal safety rule and a cutting mat.

Hammers Children should only use small hammers.

Power tools Children should NEVER use power tools such as drills and jigsaws which are mains powered.

Glue guns At KS1 low melt glue guns may be used with adult supervision. The glue gun stand should be used. At KS2 children may use the low melt guns without direct supervision, provided that they use the glue gun stand. Hot glue guns should only be used with direct adult supervision. No glue guns should be left unattended whilst still attached to the mains. Care should be taken with the flex.

Glues Children should not use super glues or wallpaper paste containing fungicide. Other glues with solvents should be used in a ventilated area.