

WESTFIELD PRIMARY

DT Policy

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INTRODUCTION

Tell me and I forget - Show me and I may remember - Let me do it and I learn.

Design and Technology involves applying knowledge and skills when designing and making products. The activities undertaken will enable our children to consider the needs of individuals and society within a caring community. Undertaking design and technology activities in school will give our children opportunities to use a range of materials and processes; to explore, evaluate and amend ideas; and to build on their skills for both independent learning and team work. We would hope that the activities undertaken during their time at Westfield School will also reflect the children's local environment and support them in the wider world.

Design and technology offers opportunities for children to:

- Develop their designing and making skills
- Develop teamwork skills and listen to others' opinions.
- Develop knowledge and understanding
- Develop their capability to create high quality products through combining their designing and making skills with knowledge and understanding
- Nurture creativity and innovation through designing and making
- Explore values about and attitudes to the made world and how we live and work in it
- Develop an understanding of technological processes, products, their manufacture and contribution to society.
- Understand and apply the principles of nutrition and learn how to cook.

AIMS & OBJECTIVES

These aims and objectives are intended to aid the progression of all pupils in school; how they are implemented will be dependent upon the age and ability of the pupils.

Teachers should aim to:

- Provide equal opportunities and develop the knowledge and skills of individual pupils through a range of structured and differentiated activities.
- Motivate pupils by providing interesting and stimulating experiences.
- Help children become aware of and investigate simple products by disassembly and evaluation.
- Develop pupils' knowledge and understanding about a range of materials, components and techniques.

- Teach skills relating to designing and making products successfully
- Develop technical knowledge to meet the age of the child.
- Provide adequate time and access to information, skills and resources to allow children to produce a good quality product.
- Encourage children to be environmentally aware when designing and planning to ensure minimal waste produce.

Children should be able to:

- Produce designs and plans, listing tools/materials needed.
- Explore and evaluate a range of existing products.
- Design and make purposeful products and to evaluate the effectiveness of the making process.
- Evaluate their work throughout the making process, suggesting alternatives when necessary and evaluate the final product in terms of what is and is not working.
- Become increasingly more accurate in the measurement, marking, cutting and combining of materials.
- Recognise safety implications for themselves and others.
- Demonstrate safe use of a range of equipment.
- Understand and apply the principles of a healthy and varied diet.

CURRICULUM ORGANISATION

Design and technology is taught in KS1 and KS2 as an integral part of the creative curriculum. Focused practical tasks are planned by the class teacher to develop and practise particular skills and acquire knowledge.

Meaningful assignments set within purposeful contexts are used by class teachers. Where appropriate they are also linked to other subjects to encourage children to appreciate the importance of using different skills in conjunction.

The school follows the statutory programme of study from the National Curriculum. A subject overview and rationale has been developed by the curriculum lead and shared with all staff. This details the progression of specific DT skills, alongside units of work that deliver these and the targeted thinking that underpins these skills within each particular year group.

Pupils may be taught as a whole class, work in a group or individually. The groups may be of matched or mixed abilities. Children with special needs will be supported within the classroom.

DT has many links to other areas of the curriculum including:

- English - planning and evaluating a group product, reporting on work carried out and writing instructions for the steps they took.
- Maths - measuring and weighing accurately.

- ICT - using as a tool for product advertising, research, data handling, and to develop word processing skills.
- Science - healthy eating and properties of materials.
- Art and Design - planning how to use materials to make a final product and finishing techniques.
- History - learning about the history of products and materials.
- Learning for Life - working collaboratively, evaluation both self and of others, respectfulness of others' opinions and designs, resilience, designing and making for a purpose thinking about who the product is aimed at.

DT also involves understanding and implementing safety in using tools and materials, a key life skill.

It is important that children's success in DT is acknowledged and celebrated. This can be done through displays in classrooms and in communal areas, during Celebration or Class Assemblies, via the school website and via Marvellous Me.

SAFETY

A safe working environment and ways of working need to be encouraged from the earliest stage and safe practices should be understood by voluntary helpers. All areas must be under the direct vision of the teacher and there should be enough space for each child to work comfortably.

Teachers should be aware of any physical limitations which a pupil may suffer (e.g. height, eyesight or hearing) and make suitable arrangements.

WORKING WITH FOOD

Cooking utensils and work areas should be kept meticulously clean. Children should learn simple personal hygiene and food preparation rules.

TOOLS

Tools that present a safety hazard such as a glue gun or craft knife need to be secured away from general tools. Children should be trained to use tools safely from an early age.

ASSESSMENT

Teachers make ongoing, informal assessments in DT, using observations of children working, discussions and marking of children's plans and ideas. Attainment target level descriptors from the National Curriculum help give an overview of the ongoing achievements of the children in the subject, teachers are to record and report to the DT co-ordinator of those children working above and below of age related expectation. Parents are informed of their child's progress in the Annual Report.

EARLY YEARS FOUNDATION STAGE (EYFS)

DT in Early Years Foundation stage comes under the following areas of learning:

- Physical Development - in the handling and use of equipment
- Communication and Language - discussing what they are doing, what they like etc.
- Expressive Art & Design
- Understanding the World

Ongoing observations are made in these areas to record and assess the development of particular skills. These are recorded using the 2Simple and Evidence Me observation tools.

RESOURCES

Resources are kept in a central store, on the first floor. It is the responsibility of each adult to keep the resources neat and tidy, inform the co-ordinator termly if any resources need replacing and to ensure hazardous materials (e.g. used batteries) are disposed of safely. Other waste from used resources should be recycled accordingly.

THE ROLE OF THE SUBJECT LEADER

The co-ordinator should:

- Take a lead in policy development.
- Monitor the effectiveness of the teaching of DT.
- Support colleagues, including induction of teachers new to the school.
- Make resources available for a range of purposes.
- Liaise with other teaching staff regarding opportunities for children to participate in activities outside school.

This policy should be read alongside the G&T policy, SEND policy, Equal Opportunities Policy and Homework Policy.