Motivate and Celebrate Success

Design And Technology
at Mount Charles School

Policy Agreed: Autumn 2022

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Contents

1. **The purpose of the Design and Technology policy**

This policy outlines the teaching and learning of design and technology. All pupils will have the opportunity to undertake design and technology throughout their time at Mount Charles Primary School.

Design and technology is a practical subject. We aim:

- To prepare pupils to participate in tomorrow's rapidly changing technologies

- To provide opportunities for all the pupils to design and make quality products

- To provide pupils with the opportunity to explore food and cooking techniques along with healthy eating and environmental issues within food production

- To develop design and making skills, knowledge and understanding to the best of each child's ability; using and selecting a range of tool, materials and components

- To become creative problem solvers as individuals and members of a team. - To be able to use computing in conjunction with the Designing and Making process

- To develop an ability to criticise constructively and evaluate their own products and those of others

- To help the pupils develop an understanding of the ways people in the past and present have used design to meet their needs. To reflect on and evaluate such techniques, its uses and effects

- To prepare the pupils for living in a multi-cultural society by teaching consideration for other cultures.

2. **Objectives**

To achieve our aims we ensure that the planned activities our pupils undertake are challenging, motivating, relevant and enjoyable. We give pupils confidence in their work by providing continual support and encouragement. The pupils are extended in their work in a way which develops their expertise. The pupils are provided with the very best resources possible, while constantly reviewing this provision in the light of curriculum changes, development and budget constraints.

3. **Curriculum and school organisation**

We use a skills based cross-curricular approach to teaching and learning using objectives taken from the National Curriculum. We teach DT skills discretely and through our Curriculum themes, ensuring all pupils access all areas of the Design Technology Curriculum. In Early Years Foundation Stage, Design and Technology is an integral part of topic work, relating aspects of the pupils's work to the objectives set out in the Early Learning Goals, and Expressive Arts and Design. To facilitate our objectives different teaching styles and methods are used as appropriate. These include small group and individual work.

4. **Design and technology curriculum planning**

Design and technology is a foundation subject in the National Curriculum. Our school uses both the National Curriculum and Kapow Primary as the basis for its curriculum planning in design and technology. Our medium-term plans, which we have adopted from the National Curriculum, Kapow Primary and wider curriculum topic themes, give details of each unit of work for each term. They identify learning objectives and outcomes for each unit, and ensure an appropriate balance and distribution of work across each term. Individual lessons, in KS1 and KS2, follow a STEM (Science, Technology, Engineering and Mathematics) design process. Lessons progressively build on the following skills of: investigation, research, planning, making, testing and evaluation to allow pupils to take on the mindset of a designer.

5. **Personal, social and health education (PSHE) and citizenship**

Design and technology contributes to the teaching of personal, social and health education and citizenship. We encourage the pupils to develop a sense of responsibility in following safe procedures when making things. They also learn about health and healthy diets. Their work encourages them to be responsible and to set targets to meet deadlines, and they also learn through their understanding of personal hygiene, how to prevent disease from spreading when working with food.

6. **Spiritual, moral, social and cultural development**

The teaching of design and technology offers opportunities to support the social development of our pupils through the way we expect them to work with each other in lessons. Our groupings allow pupils to work together, and give them the chance to discuss their ideas and feelings about their own work and the work of others. Through their collaborative and co-operative work across a range of activities and experiences in design and technology, the pupils develop respect for the abilities of other pupils and a better understanding of themselves. They also develop a respect for the environment, for their own health and safety and for that of others. They develop their cultural awareness and understanding, and they learn to appreciate the value of differences and similarities. A variety of experiences teaches them to appreciate that all people are equally important, and that the needs of individuals are not the same as the needs of groups.

7. **Assessment**

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

1. Looking at a child's recorded work i.e. model, photographs, written work.

2. Individual discussion.

3. Listening to the pupils' ideas as they discuss between themselves.

4. Group discussions in both planning and reporting back sessions.

5. Observing the pupils' skills in Design and Technology.

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6. Record the progress that pupils make by assessing the pupils' work against the learning objectives for their lessons. At the end of a unit of work, teachers make a judgement against the Key Learning Skills.

8. 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. These include pictures, structured worksheets, sketches, diagrams, flow charts, model making, written explanations, photographs, school displays and the occasional video recording.

9. Resources

Our school has a wide range of resources to support the teaching of design and technology across the school. Classrooms have a range of basic resources, with specialised equipment being kept in the design and technology store (Pentewan).

10. Safety in Design and Technology

The safety of the pupils is the responsibility of the class teacher. The pupils are made aware of the safe use and correct procedure involved when using tools and equipment in a learning environment and how to follow proper procedures for food safety and hygiene. The pupils are made aware of the need to be careful and to understand that their actions can affect others. The pupils build up a range of skills when using equipment to reduce unnecessary risk. Rotary cutters are to be used with a safety ruler. Glue guns are used under supervision. All staff, including helpers, are made aware of food safety procedures when working with food to minimise any risks. The pupils wear protective clothing if necessary.

11. Monitoring and review

Monitoring standards of pupils' work and 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. The design and technology subject leader can request allocated management time in order to review evidence of the pupils' work.

12. Role of the Subject Leader
The leadership of the design and technology curriculum is the responsibility of the subject leader who:
∗ ensures the school has an effective design and technology curriculum for staff to follow. They ensure staff new to the school, including ECTs understand the design and technology curriculum and how to deliver it effectively;
∗ supports colleagues in their teaching by keeping them informed in current developments in design and technology primary education;
∗ writes a subject action plan, informed by the whole school improvement plan;
∗ carries out triangulated monitoring to identify strengths across the school, CPD priorities and inform action planning;
∗ delivers and/or sources appropriate training for staff;
∗ tracks progress across the school with particular emphasis on identified target pupils;
∗ leads planning, preparation and effective execution of specific design and technology days and/or STEAM events;

* ensures design and technology resources required to deliver effective class teaching, are looked after and updated/replaced as necessary.
* plays an active role in the Trust primary design and technology group and ensures content is disseminated to staff.