

# **Churchside Federation**

# **Design and Technology Policy**

Adopted : June 2018

## 1. Introduction

1.1 Design and Technology encourages children to learn to think and intervene creatively to solve problems both as individuals and as members of a team. They are taught to look for opportunities and to respond to them by developing a range of ideas and making a range of products. The children are also given opportunities to reflect upon and evaluate past and present design technology, its uses and its effectiveness and are encouraged to become innovators.

## 2. Aims of Design & Technology

□2.1 to develop children' designing and making skills,

□2.2 to teach children the knowledge and understanding, within each child's ability, that will be required to complete the making of their product,

□2.3 to teach children the safe and effective use of a range of tools, materials and components,

□2.4 to develop children understands of the ways, in which people have designed products in the past and present to meet their needs,

□2.5 to develop children's creativity and innovation through designing and making,

□2.6 to develop children's understanding of technological processes, their management and contribution to society.

## 3. Design & Technology in relation to the National Curriculum

*The national curriculum for design and technology aims 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.*

3.1 Children will design and make a range of products. A good quality finish will be expected in all design and make activities appropriate to the age and ability of the pupil. The work covered in each year group ensures a balance of:

- Investigative, disassembly and evaluative activities,
- focused practical tasks,
- designing and making assignments.

## 4. Principles of Teaching and Learning

4.1 Design and Technology will engage the children in a broad range of designing and making activities which involve a variety of methods of communication, e.g. speaking, designing, drawing, assembling, making, writing and using information and communication technology.

4.2 These activities can be differentiated through careful planning and the selection of resources which are appropriate for different ages and abilities.

4.3 All children must be encouraged to design and make and must be stretched in designing and making.

## **5. Relationship to other Subjects**

5.1 Design & Technology is taught as a subject specific activity through a combination of whole class teaching, group work and individual work. Cross-curricular links are identified when appropriate, e.g. the children can apply scientific and mathematical knowledge to create products which are functional.

## **6. Equal Opportunities and Special Needs**

6.1 Teachers ensure that children have access to the range of Design & Technology activities and use opportunities within Design & Technology to challenge stereotypes. Children are encouraged and supported to develop their Design & Technology capability using a range of materials. Teachers differentiate activities within Design & Technology to ensure that the specific needs of individual children are best met.

## **7. Assessment and Recording**

7.1 Teachers assess children's work in design and technology by making informal judgements as they observe them during lessons. The attainment of each child is indicated half termly, using our school key skills checklist.

## **8. Monitoring and Evaluation**

8.1 The Design and Technology Subject leader monitors planning and samples of work in all year groups on a termly basis. Findings will be shared with all staff on termly subject action plan.

## **9. Hygiene and Safety**

9.1 It is important that children are taught essential life skills to enable them to participate confidently and safely in designing and making in society. Teachers have a duty to introduce children to a wide variety of production processes and the correct tools for the task. Children must design considering health and safety issues and consequences and operate in a safe and hygienic manner when designing. The subject leader, if required, supports teachers to teach the skills necessary ensuring that children can design and make safely.