



## D & T Policy

<b>Date Ratified</b>	<b>Review Date</b>
October 2018	October 2020

### Revision History

<b>Date of Revision</b>	<b>Summary of Changes</b>	<b>Approved</b>	<b>Approved</b>

Mossley CE Primary



## 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 and objectives

2.1 Design & Technology at Mossley Primary School aims to:

- to develop children's designing and making skills,
- to teach children the knowledge and understanding, within each child's ability, that will be required to complete the making of their product,
- to teach children the safe and effective use of a range of tools, materials and components,
- to develop children' understanding of the ways in which people have designed products in the past and present to meet their needs,
- to develop children's creativity and innovation through designing and making,
- to develop children' understanding of technological processes, their management and their contribution to society.

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

3.1 The national curriculum for design and technology aims to ensure that all children:

- 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.

3.2 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 Design and Technology Curriculum Planning



4.1 We carry out the curriculum planning in design and technology in medium term phases to ensure adequate coverage of each area of the curriculum. This planning is clearly noted on the topic grids which go into children's topic books at the beginning of each unit. The design and technology subject coordinator works to ensure colleagues are planning for each area of the D & T curriculum and lessons are being delivered accordingly.

4.2 Our medium term plans 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.

4.3 Class teachers are responsible for planning each design and technology lesson. They will ensure lessons have specific learning objectives and sequence of teaching. The class teacher keeps their own individual plans, and the class teacher and subject coordinator discuss them on an informal basis.

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

4.5 The planning will be completed through a cross curricular approach ensuring the DT has a link to the topic being studied. Teachers will give each DT theme a purpose.

4.6 Each topic will need to be reviewed, informally by the teachers and TA's within the year group to ascertain the enjoyment had by the children, the effectiveness of developing skills and the quality of purpose.

## 5 The Foundation Stage.

5.1 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. We relate the development of the children's knowledge and understanding of the world to the objectives set out in the Early Learning Goals. These early experiences include asking questions about how things work, investigating and using a variety of construction kits, materials, tools and products, developing making skills and handling appropriate tools and construction material safely and with increasing control. These activities, indoors and outdoors, attract the children's interest and curiosity.

## 6. Special Needs Pupils.



6.1 We teach design and technology to all pupils, whatever their ability. We provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Provision grids may include, as appropriate, specific targets relating to design and technology.

6.2 Where pupils are to participate in activities outside the classroom, we carry out a full risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

7. Gifted and Talented Pupils.  
Through this policy we aim to:

- 7.1 Ensure that we recognise and support the needs of our children;
- 7.2 Enable children to develop to their full potential;
- 7.3 Offer children opportunities to generate their own learning;
- 7.4 Ensure that we challenge and extend the children through the work that we set them;
- 7.5 Encourage children to think and work independently and in group situations.

8. Assessment and Recording.

8.1 Teachers assess work in design and technology by making observations of the children working during lessons. They record progress made against the learning objectives for that lesson in the green creative curriculum file. Children undertake a review of their work that focuses upon an evaluation of the finished product and an overview of the various tasks undertaken. Teachers make an annual assessment of progress for each child, as part of the annual report to parents. Each teacher passes this information on to the next teacher at the end of each year.

8.2 Due to the practical nature of design and technology, evidence of work undertaken by children can be in the form of teacher's notes or as a photographic record. Samples of the design process and end product are also valuable evidence.

8.3 The design and technology subject coordinator can review evidence of the children's work in their individual topic books.

9. Resources.

9.1 Mossley has a range of resources to support the teaching and learning of this subject across the school. Classrooms have a range of basic resources, with the more specialised equipment being kept in the design and technology store in the KS2 corridor.



## 10. Monitoring and Review

10.1 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 coordinator. Their work also involves supporting colleagues in the teaching of this subject, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. Lesson observations are also, occasionally, undertaken and the subject coordinator regularly reviews evidence of the children's work.

## 11. Health and Safety

11.1 In D & T the general teaching requirement for health and safety applies. We teach children how to follow proper procedures for food safety and hygiene. It is the responsibility of the subject leader to pass on any Health and Safety information to staff. It is the individual member of staff's responsibility to ensure that they have read, understood and act on this information.