

MEREWORTH COMMUNITY PRIMARY SCHOOL



DESIGN AND TECHNOLOGY POLICY

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Design and Technology Policy

Intent:

Design Technology (D.T) is an important element of the broad and balanced curriculum that we aim to provide at Mereworth Community Primary School. Through our DT curriculum we provide opportunities to develop children's knowledge and understanding of design technology.

The aims of D.T education by Year 6 are:

Design

- Children use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups;
- Children are able to generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.

Make

- Children select from and use a wider range of tools and equipment to perform practical tasks accurately [for example, cutting, shaping, joining and finishing].
- Children select and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.

Evaluate

- Children investigate and analyse a range of existing products;
- Children can evaluate their ideas and products against their own design criteria and consider the views of others to improve their work;
- Children understand how key events and individuals in design and technology have helped shape the world.

Technical Knowledge

- Children apply their understanding of how to strengthen, stiffen and reinforce more complex structures;
- Children understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages];

- Children understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors];
- Children apply their understanding of computing to program, monitor and control their products.

Cooking and Nutrition

- Children understand and apply the principles of a healthy and varied diet;
- Children are able to prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques;
- Children understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

Implementation

At Mereworth Community Primary School, DT is taught weekly for 3 terms (the other 3 terms concentrate on Art learning). The discrete session is indicated on each individual class's timetable.

We plan our DT teaching and learning using the Kapow scheme of work. The long and medium term plans ensure that there is progression throughout the school and that children are building upon knowledge learnt in previous years. Each class completed varying units of the same genre so that pupils develop knowledge and understanding of design techniques as they progress through the school. All classes will complete a food and nutrition unit each year which teaches them about where food comes from and how to prepare it. Other units access by the children including building structures, sewing and using textiles and building mechanical or electrical systems.

Our DT curriculum allows children to develop skills in designing, making and evaluating as well as repeated blocks of learning about cooking and nutrition. We recognise that within classes, there is a wide variety of abilities and so we provide suitable learning opportunities that are matched to the needs of all children. The Kapow scheme allows all learners to access the DT curriculum and are flexible to offer adaptive teaching.

Each key stage focuses on different themes to ensure continued interest in the subject as well as acquiring new knowledge. We use the scheme 'Kapow' to support learning and ensure progression between year groups. The lessons will develop their techniques, including their control and their use of materials, with creativity, experimentation.

The elements of DT are indicated as follows:

1. Designing
2. Making

3. Evaluating
4. Technical understanding and understanding
5. Cooking and nutrition

Foundation Stage

DT is provided to all pupils at Mereworth Community Primary School. In the foundation stage, DT is linked to the Early Learning Goals and provides children the opportunity to explore creatively and develop fine motor skills. Using the Kapow scheme of work, the children will develop different cutting and joining methods when junk modelling and test their models in different conditions. They will have the opportunity to explore and become familiar with different fruits and vegetables using their senses.

EYFS

Expressive arts and design (Exploring and using media and materials)

To teach children to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Expressive arts and design (Being Imaginative)

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Physical Development (Moving and Handling)

Children handle equipment and tools effectively, including pencils for writing.

Resources

Teachers use class budgets for consumable resources for most DT teaching units in the school. Some classes will ask for a donation if the end product is being taken home to enjoy. Class specific resources may be kept by the teachers in their own classrooms. Other general resources and tools can be found in the paper cupboard and the DT room. The library contains a good supply of topic books and software to support children's individual research.

Teaching DT to children with special educational needs

At our school we teach DT to all children, whatever their ability. DT forms part of the school

curriculum policy to provide a broad and balanced education to all children. Through our DT teaching 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.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

We enable pupils to have access to the full range of activities involved in learning DT skills. Where children are to participate in activities outside the classroom we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Impact

Outcomes

- Enjoyment of the DT curriculum will promote creativity, achievement, confidence and inquisitive minds.
- DT learning is loved by teachers and pupils across school. Teachers have higher expectations and more quality evidence can be presented in a variety of ways.
- All children use technical vocabulary accurately and pupils are expected to know, apply and understand the matters, skills and processes specified.
- Children improve their enquiry skills and inquisitiveness about the world around them, and understand the impact of DT on the world.
- Children will become more confident in evaluating their work and giving their opinion on their own and other works.
- Children show competences in improving their resilience and perseverance by continually evaluating and improving their work.
- All children in school can speak confidently about their work in DT and their developing skills.

A high standard of work is expected in the children's DT books which are used and added to each year. Displays of children's work is also encouraged. We assess children's work by making informal judgements as we observe them during lessons. Teachers use the outcomes of each lesson to inform future planning and note any areas of particular interest shown.

We measure the impact of our curriculum through the following methods:

- Dedicated DT Subject Leader time to monitor and support.
- Pupil discussions and interviewing the pupils about their learning (pupil voice).
- Work samples within books are looked at by the DT Subject Leader.
- Learning walks
- Staff questionnaires (teacher voice).

Monitoring of the standards of children's work and of the quality of teaching in DT is the responsibility of the DT Subject Leader. The work of the DT Subject Leader also involves supporting colleagues in the teaching of DT, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

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