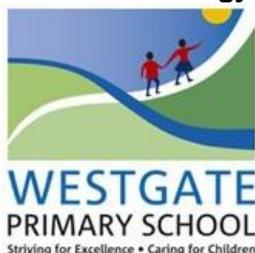


Westgate Primary School Design and Technology Policy



Rationale

D&T aims to develop a design literate society, able to look at products, consumers and designs critically. Children should be able to define a problem and design and make for a purpose. It aims to develop children who are able to critique and assess their own and others' work. D&T aims to encourage working in a multi-disciplinary approach, linking skills from other curriculum areas (eg speaking & listening; mathematics; art & design.) It should offer opportunities to develop practical skills, making products that add value in the real world. The 6 key Principles within the D&T curriculum that each project will cover are: user; purpose; functionality; design decisions; innovations; authenticity.

Aims

- 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's 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's understanding of technological processes, their management and contribution to society.
- To develop skills by focusing on three key elements of materials, mechanisms and health and safety by incorporating:
 - Investigation of existing products;
 - Focused, skills based practical tasks;
 - Iterative design and making processes;
 - Evaluation of their products.

Planning

D&T is taught on a yearly basis with each year group having specific skill areas covered through topic linked projects. Long term plans show project titles which ensure coverage of all areas of the D&T curriculum. Medium and short term plans are scaffolded through the use of the Projects on a Page document. This provides a range of possible projects to meet the requirements of a successful D&T lesson while leaving flexibility to adapt projects to link with other learning. (See Cross curricular links).

Learning and Teaching

The children undertake a range of 3 Design and Technology activities over the course of a year, usually 1 project per term. Lessons involve a combination of whole class, group and individual tasks and activities. The learning opportunities are divided into three areas:

1. **Planning, investigative and evaluative activities**- these activities provide opportunities to explore existing products and to gain knowledge, skills and understanding which can be applied in a design and make assignment.
2. **Focused practical tasks**- provide opportunities to learn and practise particular skills and knowledge.

3. **Design and make projects**- provides opportunities for the children to combine their skills, knowledge and understanding to develop products that meet a real need.

Resources

We have a range of practical and other resources to support planning, teaching and learning in all of the units in the D&T schemes of work. These are kept in a central place for KS2 and KS1 in the resources room. Any other resources needed for specific units are to be requested from the D&T subject leader who will order them.

Cross-Curricular Links

We believe that Design and Technology provides many natural opportunities for the children to apply and practise a number of skills used in other areas of the curriculum. For example:

- Speaking and listening skills
- Communication skills
- Mathematical skills
- Creative problem solving
- Skills from art and design

Where relevant D&T projects will be linked to class topics; however if this is not appropriate D&T will be taught as a standalone subject.

Assessment

In D&T, assessment evidence is based on teacher observations and reviews of completed work. Specific assessment tasks are planned using the Chris Quigley milestone statements for each unit to ensure a wide range of skills are assessed throughout each two year block.

Role of the Subject Leader

The role of the D&T subject leader is to:

- lead the teaching of D&T within the school, through the implementation of a yearly action plan, informed by their monitoring and evaluation of the teaching of D&T. through school
- to monitor the implementation of the policy and scheme of work and make changes where necessary.
- ensure continuity and progression of the teaching and learning of D&T. across the key stages and the school
- order and maintain resources, managing a budget where allocated
- make staff aware of changes/ thinking in D&T
- support staff who are less confident with D&T
- provide staff training and development where necessary
- provide an example of good D&T practice
- liaise/ collaborate with D&T subject leaders in the Family of Schools as appropriate, in order to share learning and examples of good practice
- support staff in the further development of assessment of D&T
- to keep a portfolio for D&T. that will include photographs of pupils' work, examples of planning and examples of pupils work

SEN, Inclusion & Equal Opportunities

In line with our school mission statement, teachers ensure that all children, whatever their ability or background, have access to the range of D&T. activities and use opportunities within D&T. to challenge stereotypes. Children are encouraged and supported to develop their D&T. capability using a range of materials. Teachers differentiate activities within D&T to ensure that the specific needs of individual children are best met.

Healthy and Safety

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. Teachers can refer to Projects on a Page document folder which highlights safe practice when using tools/ materials and equipment in KS1 and KS2 (in resources cupboard).

Monitoring and review

Monitoring is carried out by the subject leader for Design & Technology and by the senior leadership team, in the following ways:

- Informal discussion with staff and pupils
- Scrutiny of medium term planning
- Observation of Design & Technology displays
- Looking at children's finished Design & Technology projects, or pictures thereof
- Classroom observation

Information gathered through monitoring activities is used to inform subject leader action planning, and the School Improvement Plan, as appropriate.

This policy was agreed in February 2021, and is subject to review every three years.

Signed: (On behalf of the governing body)

Signed: (Head teacher)

Date: 04/02/2021