



HARTSBOURNE PRIMARY SCHOOL
Mission statement: Valuing Potential; Creating Opportunities

DESIGN AND TECHNOLOGY POLICY

This policy to be read in conjunction with Art Policy, Assessment Policy, Display Policy, Health & Safety Policy, Teaching and Learning Policy, Equality Policy, SEND Policy

POLICY REVIEW

This policy has been agreed by staff and Governors and will be regularly reviewed:

DATE OF POLICY:	JANUARY 2020	DATE OF NEXT REVIEW:	January 2022
MONITORED BY:	SENIOR LEADERSHIP TEAM	TEACHING & LEARNING COMMITTEE	

VISION

Hartsbourne Primary School is an inclusive learning community where we are:

Building a strong school **community**; inspiring pupils to gain the **confidence**, resilience and independence to become **life-long learners**, making the best **progress** possible and creating happy memories.

RATIONAL

Good design provides a framework for moulding and adapting technology to suit and meet our everyday needs. We believe that Design and Technology surrounds and influences our lives, now and in the future. D&T has a role in developing aesthetic awareness and understanding of how things are made, and we should encourage children to be the innovators of the future

In Design & Technology, children are taught to think creatively and are encouraged to adapt and refine their work in order to solve problems. They are given opportunities to develop their skills when working as members of a team, as well as to develop their independent learning skills. Children are also encouraged to reflect on and evaluate present and past design technology, its uses and its effectiveness and take this learning into account when designing, making and evaluating their own products.

AIMS AND OBJECTIVES

Design and Technology enables children to develop skills, imagination, self-discipline and confidence by combining the development of ideas and concepts with skills and knowledge of materials. The three main essential objectives are:

master practical skills to design, make, evaluate and improve } Our aims and objectives are to:

- Give children the opportunity to take part in creative and practical activities.
- Help children understand the importance of design and technology in the wider world, explore attitudes towards the 'made' world and how we live and work within it.
- Enable children to learn how things work and to draw and model their ideas.
- Explore computing as an aid to design and how computers are used in the wider world.
- Encourage children to be analytical and evaluative critical with products.
- Ensure children can select appropriate materials, tools and techniques for making a product
- Teaching children how to follow safe procedures when using equipment.
- Develop an understanding of technological processes and products, their manufacture and their contribution to society.



TEACHING AND LEARNING

The teaching of Design and Technology at Hartsbourne will include age appropriate aspects of product design, textiles, mechanical and electrical components, cooking and nutrition, Computer Aided Design and Control Technology.

The teaching of D&T enables children to identify needs and opportunities and to respond by developing ideas and eventually making products and systems. They will have opportunities to combine practical skills with an understanding of aesthetic, social and environmental issues, as well as of functions and industrial practices. This allows them to reflect on and evaluate present and past design and technology, its uses and impacts.

As Design and Technology is an intricate part of our day to day lives children will be taught how this subject is of importance in our rapidly changing world. Children are encouraged to think creatively in order to solve problems and/or make improvements to existing ideas and products.

We will use a variety of teaching and learning styles in D&T to ensure that the children apply their knowledge and understanding when developing ideas, planning and making products, and evaluating the outcomes. We do this through a mixture of whole class teaching and individual or group activities. Within lessons we give the children the opportunity to work on their own and to collaborate with others, listening to other children's ideas and treating these with respect.

Children will have opportunities to evaluate existing products, their own work and that of others and to use a wide range of materials and resources, including computing. In all classes there are children of differing ability. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- Setting common tasks that are open-ended and can have a variety of results.
- Grouping children by ability and setting different tasks for each group.
- Providing a range of challenges through the provision of different resources.
- Using additional adults to support the work of individual children or small groups.

ASSESSMENT AND PROGRESS

Assessment procedures are followed which relate to the school's overall policy for assessment and end of key stage descriptors. A summative statement of children's ability in D&T is completed in an end of year report to parents and this information is passed onto the receiving teacher.

Assessment procedures can include some of the following:

- A common task at the beginning or end of each school year.
- Individual D&T portfolios containing planning sheets, evaluations, photographs etc.
- A whole class discussion about work at the end of each stage of its development.
- Reference to agreed success criteria via our Assessment Milestones.

Questioning and challenging: asking questions such as "why does it happen this way?" "what if we tried it that way?", responding to tasks or problems in an unusual way, showing independent thinking.

Making connections and seeing relationships: using analogies, making unusual connections, applying knowledge and experience in a new context.

Envisaging what might be: seeing new possibilities, looking at things in different ways, asking "what if?" or "what else?"

Exploring ideas, keeping options open: exploring, experimenting, trying fresh approaches, anticipating and overcoming difficulties.

Reflecting critically on ideas, actions and outcomes: reviewing progress, inviting feedback and acting on it, putting forward constructive comments, ideas, and ways of doing things.



FOUNDTION STAGE

We encourage the development of skills; knowledge and understanding that help reception children make sense of their world as an integral part of their school experience. We relate this development to the objectives set out in the Early Learning Goals. This learning forms the foundations for later work in D&T.

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 materials safely and with increasing control. We plan according to the children's interests and provide an enabling environment offering a range of experiences that encourage exploration, observation, problem solving, critical thinking and discussion.

INCLUSION

D&T is taught to all children, whatever their ability and individual needs. Through our design and technology teaching we provide opportunities for all pupils to make good progress. We work to meet the needs of pupils with special educational needs, those with disabilities, those with special gifts and talents and those learning English as an additional language. We will ensure that our teaching is matched to the child's needs, allowing them to make progress across the various areas of the subject over the years. Children with specific or additional needs may have a specific target on their PPM (Pupil Provision Map) that relates to D&T.

RESOURCES

Our school has a range of resources to support the teaching of design and technology across the school. Materials and equipment are stored in the Y3/Y4 corridor. Blades and other sharp objects are kept in the school office. We use recycled materials for some projects and use The Wrap to source resources whenever possible.

ROLES AND RESPONSIBILITIES

The subject Leader will have opportunities to research best practice, lead staff meetings, improve staff knowledge, understand and confidence for delivering the Design & Technology curriculum. They will have an overview of materials and resources needed and ensure Health & Safety requirements are adhered to.

HEALTH & SAFETY

Risk assessments are in place for trips and visits, practical lessons, equipment use and ratios of adults to children. If a difficult skill or potentially dangerous equipment is being introduced, then adult help in the form of the teacher, classroom assistant, parent or visitor will be used.

Cooking and Nutrition

Learning about food and nutrition is a crucial life skill and we will teach children about the importance of healthy eating and regular exercise. As part of the National Curriculum it is expected that children should be taught where the food they eat comes from, understand the importance of good nutrition and a healthy lifestyle and develop the skills necessary to follow a simple recipe and prepare food.

All staff will be aware of allergies and food restrictions for pupils in their class and implement procedures/activities accordingly.