



Kibworth CE
Primary School

A place of discovery and friendship

Design and Technology Subject Policy

This policy was approved as follows:

Adopted by:	Abbie Blinczik	Date:	22.01.23
Review Date:	22.01.26	Review frequency:	Every three years

Rationale

This policy outlines the teaching, organisation and management of the Design and Technology taught and learnt at Kibworth Church of England Primary School. The school's policy for Design and Technology follows The National Curriculum 2014 for Design and Technology Guidelines and the Early Years Foundation Stage Framework and aims to ensure that all pupils:

- are prepared to participate in tomorrow's rapidly changing technologies.
- are provided opportunities to design and make quality products.
- are given the opportunity to explore food and cooking techniques along with healthy eating and environmental issues within food production.
- develop design and making skills, knowledge and understanding to the best of each child's ability; using and selecting a range of tools, materials and components.
- become creative problem solvers as individuals and members of a team.
- develop an ability to criticise constructively and evaluate their own products and those of others.
- develop an understanding of the ways people in the past and present have used design to meet their needs.

Where suitable, adaptations have been made to suit our school's environment and ethos.

Role of coordinator:

- To be enthusiastic about Design and Technology and demonstrate good practices.
- To work alongside colleagues in planning where needed (progress and activities).
- To work alongside teachers in the classroom (this will depend on release time and other available help).
- To coordinate and arrange staff in-service training as required.
- To audit resources,
- To manage the Design and Technology budget.
- To "sample" the work of children across the age range (curriculum monitoring).
- To review and evaluate the effectiveness of teaching and learning of Design and Technology
- To provide guidance on the implementation of the Design and Technology policy.
- To suggest appropriate assessment activities where needed.
- To provide support to those colleagues who request/require it, including help with planning and organisation.
- To monitor the planning and delivery of lessons.

Intent

A high-quality Design and Technology education ensures that the planned activities our children undertake are challenging, motivating, relevant and enjoyable. We give children confidence in their work by providing continual support and encouragement. The children are extended in their work in a way which develops their expertise.

Extra-curricular activities:

Children will be given many different opportunities to enrich and enhance their Design and Technology learning in additional ways outside of lesson time. Learning will often link with curriculum content, but on a less formal way. Extra curriculum activities may include cooking club, etc. Where funding is needed from students to participate, discussions can be had with leadership regarding funding for pupil premium children to allow for equal opportunity.

Let your light shine in Design and Technology:

Through the teaching of DT at Kibworth Primary school, we aim:

- For children to be equipped to deal with the demands of the 21st century and become lifelong learners.
- For children to work cooperatively with others, listening to their ideas and treating these with respect.
- For children to develop respect for the environment, including themselves and each other.
- For children to develop responsibility for their own health and safety and that of others when undertaking practical tasks.

Implementation

The Foundation Stage:

In the foundation stage, appropriate activities which develop young children's understanding of the world around them are to be planned in line with the Early Years Foundation Stage Profile 2014 using the necessary strands. Design and Technology is an important part of topic work, relating aspects of the children's work to the objectives set out in the Early Learning Goals. To facilitate our objectives different teaching styles and methods are used as appropriate.

Content for Key Stage 1 and 2 and curriculum coverage:

Across both key stages the Design and Technology context can be taught either discreetly or as part of a topic where appropriate. Teachers identify learning objectives and outcomes for each unit and ensure an appropriate balance and distribution of work across each term. We use a skill based cross-curricular approach to teaching and learning using objectives taken from the National Curriculum. Through our teaching we ensure that all children access all areas of the Design Technology Curriculum.

Progression and continuity of key knowledge or skills:

The skills and knowledge will be taught progressively across the year groups and key stages, as progression maps show.

Teaching and learning strategies:

It is important that the teacher identifies the most appropriate teaching strategy to suit the purpose of the learning situation and should use their flair, enthusiasm and professional judgement to identify the most sensible, enjoyable and safe methods for the work being conducted.

It is essential that the type of teaching and learning strategy be matched to the type of Design and Technology activity as well as to the needs and abilities of the child. There are a variety of ways in which the teaching may be effective, DT lessons have no imposed formal structure but should typically contain some of the following elements:

Discussion: what they already know from experience, what they have learnt so far, what they will be finding out next. Where necessary, mind mapping and question boards are appropriate methods for recording these discussions if desired.

Teaching: directly to the whole class or through group or individual work.

Practical tasks: working within groups or individually, choosing suitable materials and tools, experimenting with materials, being encouraged to think creatively. Where groups are required, the teacher should consider which type of grouping will best suit the needs of the children.

Recording: diagrams, flow charts, model making, written explanations, designing: sketching, exploded diagrams, evaluating in a range of different ways.

Communicating: sharing ideas, knowledge, and what they have found out with each other, the teacher, other classes and adults as appropriate.

Links with other curriculum areas – Knowledge and Skills:

Where appropriate links with other curriculum areas will be made explicit during teaching, i.e. The importance of healthy eating and living a healthy lifestyle can be made with PE.

Resources:

Our school has a wide range of resources to support the teaching of design and technology across the school. Most resources are kept in the Design and Technology resources area with more specialized equipment being kept by the subject leader.

Links with other cross curricular areas – spirituality, PSHE, citizenship, multi-cultural, British Values:

Our programme of Design and Technology education aims to develop skills and attributes such as self-esteem, resilience, risk management, critical thinking, tolerance of others and teamwork.

Inclusion: Provision for more able, SEND, EAL etc:

If a child has a special educational need, we will do our best to meet their individual needs. We comply with the requirements set out in the SEND Code of Practice in providing for children with special needs. If a child displays signs of having special needs, his/her teacher liaises with our Inclusion Manager to assess their needs and to set up an individualised provision. In most instances the teacher can provide resources and educational opportunities which meet the child's needs within the usual class organisation. If a child's need is more severe, we will ensure that they have the appropriate provision to meet their needs. We may involve appropriate external agencies if needed.

Equal opportunities:

All pupils will have equal opportunity to reach their full potential across the DT Curriculum regardless of their race, gender, cultural background, ability or any physical or sensory disability.

Health and Safety:

The safety of the children is the responsibility of the class teacher. The children are made aware of the safe use and correct procedure involved when using tools and equipment in a learning environment and how to follow proper procedures for food safety and hygiene. The children are made aware of the need to be careful and to understand that their actions can affect others. The children build up a range of skills when using equipment to reduce unnecessary risk. The children wear protective clothing if necessary. All staff, including helpers, are made aware of food safety procedures when working with food to minimise any risks.

Impact

Assessing progress:

Children's progress will be monitored using informal assessment i.e. observations, marking of work and questioning children to identify what they have understood. Individual trackers will be completed by the class teacher, recording which children are working towards age related expectations and those working above. These assessments will be made termly. This information can then be relayed to the next year group during handover. Individual progress is also reported back to parents on a termly basis, either through parents' evenings or a written report.

Policy review:

Review Date:	<i>This policy will be reviewed every year by the Design and Technology Lead. Any suggested amendments will be presented to the Advisory Board for approval.</i>
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