

DT Policy

Introduction

This policy outlines the teaching, organisation and management of the Design Technology taught and learnt at Linton Infants School. It reflects the school's values and ethos. The policy has been drawn up after staff consultation and has the full agreement of the governing body. The implementation of the policy is the responsibility of all the teaching staff.

Rationale

Design Technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art.

Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

Aims

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

- 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.

(Taken from the New Primary Design Technology Curriculum 2014)

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Objectives of the Curriculum

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school,

gardens and playgrounds, the local community, industry and the wider environment]. When designing and making, pupils should be taught to:

EYFS

Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

- The world: children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.
- Technology: children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Expressive arts and design

Expressive arts and design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology

- Exploring and using media and materials: children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- 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

Key Stage 1

Design

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria

Technical knowledge

- build structures, exploring how they can be made stronger, stiffer and more stable
- explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life. Pupils should be taught to:

- use the basic principles of a healthy and varied diet to prepare dishes
- understand where food comes from.

Organisation

In Design Technology, the skills are taught discreetly through the topics being taught at the time. Many cross curricular links will be made to tie the learning of the Design Technology skills to the current topic being taught.

In lessons a variety of approaches will be used to ensure continuity and progression. Lessons will include a blend of whole class teaching, group work and individual work. Learning activities may consist of

- Groups, usually of mixed ability or differentiated tasks
- Teacher produced work cards
- Relevant discussion at class, group and paired level
- A chance for groups to communicate findings in a variety of ways including the use of ICT
- Commercially available packs which are used to support topic work and Design Technology themes.

Within a class there will be a wide range of abilities, from those who are more able to those who have special educational needs. The class teacher will provide differentiated activities for the children through task, outcome and resources and the support given to meet the needs of the individual.

Planning

Planning is carried out on 3 levels

- Long term planning of topics covered shown in a curriculum web and mapped out to ensure complete curriculum coverage

- Medium Term planning
- Short Term planning

Planning is the responsibility of individual teachers and should be used to

- Set clear objectives
- Ensure work is matched to pupil's abilities and interests
- Ensure progression, continuity and subject coverage throughout the school.

Assessment and Recording

Assessment will take place at three connected levels: short term (formative) after each lesson, medium term (summative) at the end of each term and long term. These assessments will be used to inform teaching in a continuous cycle of planning, teaching and assessment. Short term assessments will be an informal part of every lesson to check pupil understanding and give information, which will help teachers to adjust day to day lesson plans.

Medium term assessments will take place at the end of each term after each topic has been completed using the newly written progression documents.

We use a progression document which is numbered 1 - 5 in the following way:

Year 1: 1=working towards, 2 = expected, 3 = working at greater depth,

Year 2: 3 = working towards, 4 = expected, 5 = working at greater depth.

Long term assessments will take place towards the end of the school year to assess and review pupil's progress and attainment. These assessments will be drawn from teacher assessment and records and medium term plan assessments. This will be passed on to the pupil's next teacher in line with the schools non-core assessment procedure.

Recording is used to note an individual's progress and to provide guidance for future learning and teaching.

The subject will be monitored by the subject co-ordinator as outlined in the 'Monitoring and Evaluation' Policy. This includes work scrutinies, planning scrutinies, professional dialogue with teachers, reporting and evaluating resources. After these events, feedback will be given to both the Senior Leadership Team and the teaching staff.

Resources

General resources are kept in the Staffroom cupboard and the Design Technology cupboard (next to Owl class). It is the shared responsibility of the staff to ensure these resources are kept in a neat and tidy manner. Resources are also kept in classrooms.

The resources available include: wood and construction materials, wheels packs, lollipop sticks, card, cotton reels, split pins, paper clips, teacher prepared materials, reference books, art straws, saws and bench hooks, glue guns, amongst others.

Special Educational Needs and Equal Opportunities

Making in Design Technology is a way to communicate and respond to experience. Every child's response is unique and activities in art are planned which allow pupils to respond according to their abilities, with appropriate differentiation by support, resources and outcome.

Teachers will provide instruction and guidance on technical processes to take account of individual needs.

In line with the school's equal opportunities policy, all children will have an entitlement to all aspects of the art curriculum.

Linton Infants cultivates an ethos that recognises and nurtures the unique contributions that can be made by each individual child and member of staff. Our children are from a variety of religious and cultural backgrounds and are encouraged to develop positive and tolerant views of one another and those outside the school community.

We teach Design Technology to all children, whatever their ability. Design Technology forms part of the school curriculum policy to provide a broad and balanced education for all children. We provide learning opportunities that are matched to the needs of children with learning difficulties. Our work takes into account the targets set in the children's Personal Plan.

We provide learning opportunities that are matched to the needs of children who have English as an additional language (EAL) through the use of talk partners. Where appropriate lessons are supported by visual cues and word banks and investigative work is interactive.

We provide learning opportunities that are matched to the needs of children who are on the Gifted and Talented register through setting challenging tasks.

Review procedures

The school's DT policy will be initially reviewed after 2 years, and afterwards when:

- A new coordinator is appointed
- There has been a significant change in staff or pupil intake
- There have been changes in National Curriculum requirements
- New information has been made available affecting an aspect of the policy: health and safety for example.

Last Reviewed: October 2020