EASTRINGTON PRIMARY SCHOOL

DESIGN AND TECHNOLOGY POLICY

Reviewed –Autumn 2024

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Introduction

Design and technology prepares children to take part in the development of tomorrow's rapidly changing world. Creative thinking encourages children to make positive changes to their quality of life. The subject encourages children to become autonomous and creative problem-solvers, both as individuals and as part of a team. It enables them to identify needs and opportunities and to respond by developing ideas and eventually making products and systems. Through the study of Design and Technology, they combine practical skills with an understanding of aesthetic, social and environmental issues, as well as functions and industrial practices. This allows them to reflect on and evaluate present and past design and technology, its uses and its impacts. Design and Technology helps all children to become discriminating and informed consumers and potential innovators.

Aims

- To develop imaginative thinking in children and to enable them to talk about what they like and dislike when designing and making;
- To enable children to talk about how things work, and to draw and model their ideas;
- To encourage children to select appropriate tools and techniques for making a product, whilst following safe procedures;
- To explore attitudes towards the world and how we live and work within it;
- To develop an understanding of technological processes, products, and their manufacture, and their contribution to our society;
- To foster enjoyment, satisfaction and purpose in designing and making;
- 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.

Teaching and learning

The school uses a variety of teaching and learning styles in design and technology lessons. The principal aim is to develop children's knowledge, skills and understanding in design and technology. Teachers ensure that the children apply their knowledge and understanding when developing ideas, planning and making products and then evaluating them. We do this through a mixture of whole-class teaching and individual/group activities. Within lessons, we give children the opportunity both to work on their own and to collaborate with

others, listening to other children's ideas and treating these with respect. Children critically evaluate existing products, their own work and that of others. They have the opportunity 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;
- setting tasks of increasing difficulty;
- 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.

Design and Technology curriculum planning

Design and Technology is a foundation subject in the National Curriculum. Our school will use the objectives from the new framework as the basis for its curriculum planning in Design and Technology.

Our long-term plan maps out the units covered in each term during the key stage and the medium-term plans give details of each unit of work for each term. These identify learning objectives and outcomes and ensure an appropriate balance and distribution of work across each term.

We plan the activities in design and technology so that they build upon the prior learning of the children. We give children of all abilities the opportunity to develop their skills, knowledge and understanding and we also build planned progression into the scheme of work, so that the children are increasingly challenged as they move through the school.

The Foundation Stage

We encourage the development of skills, knowledge and understanding that help Reception children make sense of their world as an integral part of the

school's work. We relate the development of the children's knowledge and understanding to the objectives set out in the Early Years Foundation Profile. These underpin the curriculum planning for children aged three to five. This learning forms the foundations for later work in design and technology. 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 material safely and with increasing control.

We provide a range of experiences that encourage exploration, observation, problem solving, critical thinking and discussion. These activities, indoors and outdoors, attract the children's interest and curiosity.

Contribution of design and technology to teaching in other curriculum areas

English

In Design and Technology, lessons provide valuable opportunity to reinforce what the children have learnt in their English lessons. The evaluation of products requires children to articulate their ideas and to compare and contrast their views with those of other people. Through discussion children learn to justify their own views and clarify their design ideas.

Computing

We use Computing to support design and technology teaching when appropriate. Children use software to enhance their skills in designing and making, and use draw-and-paint programs to model ideas. They use databases to provide a range of information sources to gain access to images of people and environments. The children also use Computing to collect information and to present their designs through draw-and-paint programs.

Personal, social and health education (PSHE) and citizenship

Design and Technology contributes to the teaching of personal, social and health education and citizenship. We encourage the children to develop a sense of responsibility in following safe procedures when making things. They also learn about health and healthy diets. Their work encourages them to be responsible and to set targets to meet deadlines; they also learn through their understanding of personal hygiene, including how to prevent disease from spreading when working with food.

Spiritual, moral, social and cultural development

The teaching of Design and Technology offers opportunities to support the social development of our children through the way we expect them to work

with each other in lessons. Our groupings allow children to work together, and give them the chance to discuss their ideas and feelings about their own work and the work of others. Through their collaborative and co-operative work across a range of activities and experiences in Design and Technology, the children develop respect for the abilities of other children and a better understanding of themselves. They also develop a respect for the environment, for their own health and safety and for that of others. They develop their cultural awareness and understanding, and they learn to appreciate the value of differences and similarities. A variety of experiences teaches them to appreciate that all people are equally important, and that the needs of individuals are not the same as the needs of groups.

Assessment and recording

Teachers assess children's work in Design and Technology by making assessments as they observe them working during lessons. Teachers use this information to plan the future work of each child.

Health and safety

Please see Appendix A (Section A Making Things pages 23 – 25) which covers Health and Safety when using tools and materials.

Please also see Appendix B (Section B Food and Hygiene page 15) which covers food hygiene.

Further health and safety advice can be found in the book 'Be Safe! Health and Safety in school science and technology for teachers of 3 to 12 year olds' by The Association for Science Education, or from the school's Health and Safety Officer, Heidi Gallagher.

Monitoring and review

The work of the subject leader involves supporting colleagues in the teaching of design and technology, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The Design and technology subject leader reviews evidence of the children's work to ensure that Design and technology teaching across the school is effective.

Equal opportunities

Equal opportunities are considered when we decide upon the resources we provide and the teaching strategies we employ. In our curriculum planning we ensure that all children, with due respect to their culture, religion and background, have equal access to all areas of the curriculum, extra-curricular activities, all areas of the grounds, equipment and resources, the staff, and time to contribute to the whole class and group work. The teaching of design and technology needs to consider the varied abilities, attitudes and individual needs of the children. Design and Technology lessons can be differentiated by outcome however, if a skill or activity is deemed inappropriate for a child or group of children, alternatives will be planned which best suit their needs.