Ashlands Primary School
Design Technology Policy 2021.

"Where every child has the chance to shine"

This policy embodies our Ethos Statement – Safe Children at Ashlands

D&T in primary schools develops young children's skills and knowledge in design, structures, mechanisms, electrical control and a range of materials, including food.
D&T encourages children's creativity and encourages them to think about important issues.
DATA (The Design & Technology Association)

The development of Design and Technology proficiency at Ashlands Primary School is achieved through opportunities and experiences across the curriculum. The curriculum enables pupils to take part in a broad range of practical activities directly concerned with:

- identifying needs
- generating ideas
- planning and designing
- making and testing
- evaluating

Through creativity and innovation, design and technology continue to shape our lives.
Using an activity-focused approach, a high-quality design and technology education should give pupils opportunities to create, innovate, design, make and evaluate a variety of well-crafted products.
Pupils should be taught the technical skills and craftsmanship to execute practical tasks, thereby developing confidence in using these skills.
The National Curriculum 2014

Design and Technology is a way of learning, which spans and links the whole curriculum.

In primary school, it has its roots in imaginative play, art, science and maths.

Design and Technology topics will be undertaken in accordance with Ashlands' long-term curriculum plan. Teachers will also present children with additional Design and Technology opportunities in other areas of the curriculum and during focus weeks.

We want all children at Ashlands Primary School to think innovatively, to question and explore the practical world around them and to develop a positive, growth mind-set approach to their learning.

Aims:

We aim to help our children at Ashlands Primary School develop:

1.   Enjoyment and pride in their technological and creative abilities.

2.   Understanding and knowledge related to the practical and aesthetic aspects of their experience of the world around them, including the influence of technological achievements of different cultures, past and present.

3.   A keen interest in creating and developing functional and decorative design ideas.

4.   Manipulative skills using a range of tools and materials.

5.   A deeper understanding of the principles of nutrition and cooking skills.

6.   Personal qualities of confidence, creativity, perseverance and self-evaluation.

7.   The communication, co-operation and collaboration skills required to work as a member of a group.

8.   An awareness of the needs and safety of others

Teaching and Learning of Design and Technology

Progression:

The **Reception Year** provides an important foundation for the development of design and technology capability. It extends and broadens the child's home experience, enabling the child to explore a wide variety of materials: sand, water, construction kits, food, paper, wood, textiles, play dough, plasticine, reclaimed materials etc., and to develop skills with simple tools. Some of these experiences will be structured and the children will be encouraged to talk about their observations and ideas with the adults working with them.

In **Key Stage 1**, children will carry out more structured activities based around a curriculum theme. They will explore and develop skills in designing, making and evaluating a product.

Children will also develop their technical knowledge in areas such as:

* designing a product for a specific purpose
* generating and communicating ideas
* cutting, shaping, joining, finishing (with support and independently)
* selecting appropriate tools and materials for their chosen design
* exploring and evaluating a range of existing products
* using simple mechanisms in their products
* testing and improving their product
* evaluating their finished product against a given criteria
* understanding where food comes from **
* preparing food based upon a healthy and varied diet **

In **Key Stage 2**, children will build upon their knowledge and skills developed in Key Stage 1. They will base their design ideas and products on a specific KS2 curriculum topic or theme.

Children will also build upon and develop their technical knowledge in areas such as:

* researching and developing ideas based on a specific design criteria and audience
* generating and communicating ideas through sketches, diagrams, prototypes and ICT
* selecting *appropriate* tools and materials from a wide range
* cutting, shaping, joining and finishing *accurately*
* investigating and analysing a range of existing products
* improving and strengthening complex structures
* using more complex mechanisms such as pulleys, gears, cams, levers, linkages and electrical systems
* using computing programs to design, build, monitor and assess their product
* evaluating their product using a design criteria and using peer assessment to review and improve their product
* understanding how individuals and key events have shaped the world in relation to Design and Technology innovation
* understanding the importance of a healthy and varied diet for health and well-being **
* preparing and cooking savoury food using a range of techniques **
* understanding seasonality and food provenance **

** **Cooking and Nutrition** has become a greater part of the Design and Technology curriculum in the revised National Curriculum of 2014. Pupils are expected to develop a variety of cooking skills, their nutritional knowledge and to foster a love of cooking as a crucial life skill.

Monitoring:
Throughout the school, children's design and technology capability will be developed within the framework outlined in the National Curriculum Programmes of Study 2014. Work is planned and delivered within each specific year group and tailored to meet the needs of that particular cohort. Progression is monitored and evaluated within the year groups and throughout the key stages by individual teachers and the Design and Technology Coordinator.

Recording and Assessment

All children, when learning and being taught Design and Technology should experience achievement, success and progression. The teacher needs to be aware of the progress made, difficulties experienced, misconceptions addressed and expectations met. Children should be supported at each stage of the Design and Technology curriculum in areas of: designing, making, evaluating and developing technical knowledge.

Assessment can take the form of: monitoring children's discussions; question and answer with individuals or groups; peer assessment by children in pairs, groups and to the class; marking designs, idea development, finding evidence of creativity and problem-solving skills; and marking the aesthetic quality and functionality of the end product.

Inclusion:

All children should have the opportunity to work with a range of materials, tools and techniques, regardless of ability. Specific tasks should be differentiated, as and when necessary, to meet individual needs.

Staff should be aware of and sensitive to medical conditions (e.g. allergies) and different beliefs and practices within the school and local community that might affect their work with food, materials or design.

The Design and Technology teaching and learning at Ashlands Primary School should reflect the fact that there are equally valid and appropriate solutions to problems that reflect the needs and beliefs of different cultures, past and present.

Health and Safety:

Safety is of paramount importance in Design and Technology. It is the teacher's responsibility to be aware of safety issues in all Design and Technology activities by:

* Providing a safe working area (furniture, materials storage, tool maintenance)
* Teaching and implementing safety rules and good practice, including hygiene
* Ensuring the safe and correct usage of tools and materials
* Ensuring working areas are kept clean and tidy
* Considering storage of partially completed work
* Ensuring the correct disposal of waste

The teacher is responsible for ensuring that children are adequately supervised when using tools and that other adults working in the classroom understand safety rules and maintain rigorous safety standards.

Safety rules and safety issues should be taught to *all children* within each Design and Technology unit of work.

The Role of the Design and Technology Coordinator

The Design and Technology coordinator is responsible for:

* reviewing and updating Ashlands Primary School's policies relating to Design and Technology
* assisting and advising in the teaching of Design and Technology across the school
* monitoring standards of achievement and progression
* maintaining centrally stored tools and materials
* promoting and raising the profile of Design and Technology throughout the school.

Resources

It is the responsibility of the class teacher to be aware of the resources needed for a particular unit and to order any resources required. Baking equipment is stored in the staffroom. Design and Technology resources are located in both the Art & Design cupboard and the Science cupboard.

Reviewed:

Reviewed November 2021

Review period: 5 years

Next Review: 2026