Design Technology Policy
Stanah Primary School

"Design is not just what it looks like and feels like.
Design is how it works."
Steve Jobs (Designer and creator of Apple Inc)

Contents

1 Intent

Design Technology is an inspiring, rigorous and practical subject. At Stanah we believe that using creativity and imagination, pupils should design and make products that solve real and relevant problems, within a variety of contexts, considering their own and others' wants and values.

At Stanah we provide children with a Design Technology Curriculum that develops learning about the rapidly changing world and results in the acquisition of knowledge and skills.

We want children to become problem solvers who can work creatively. Our Design technology curriculum provides children with opportunities to research, represent their ideas, explore and investigate, develop their ideas and make products and evaluate their work and the work of others. Within the DT curriculum, children will be exposed to a wide range of media including textiles, food, nutrition and woodwork: through this, children will develop their skills, technical vocabulary and resilience.

In teaching Design and Technology we aim to:

- Develop children's design and making skills.
- Develop a child's knowledge and understanding of design and technologies.
- Use a wide range of tools and materials.
- Learn about working safely and protective measures.
- Work individually and collaborate with other pupils in a variety of contexts.
- Develop the capability to create products of a high standard through skills and understanding.
- Evaluate products, made by themselves, their peers and companies.
- Explore the man-made world and encourage discussion of how we live and work within it.
- Develop an interest in and understanding of technological processes and the role of manufacturing in society.
- Learn the principles of nutrition, healthy eating and how to cook.

2 Implementation

Through a variety of creative and practical activities we teach the knowledge, understanding and skills needed to engage in an interactive process of designing and making. The children work in a range of relevant contexts (for example home, school, leisure, culture, enterprise, industry and the wider environment).

Key skills and knowledge have been mapped across the school to ensure progression between year groups. This also ensures that there is a context for the children's work in Design and Technology; that they learn about real life structures and the purpose of specific examples, as well as developing their skills throughout the programme of study.

The school uses the National Curriculum as a basis for planning.

- Delivery of DT projects with a clear structure.
- Delivery showing clear following of the design process where each project will follow: research, design, make and evaluate.
- A range of skills will be taught ensuring that the children are aware of health and safety issues related to the tasks undertaken.
- Clear and appropriate cross curricular links to underpin learning across the curriculum giving the children opportunities to learn life skills and apply skills in a purposeful context.
- Evidence of DT displays in classrooms or corridors showing the ongoing design process, technical vocabulary and finished products.
- Technical vocabulary – the promotion of a language rich DT curriculum to support successful acquisition of knowledge and understanding in DT.
- Knowledge organisers – children have access to key knowledge, language and meanings to understand DT and to use these skills in the wider curriculum.

2.1 Curriculum

The curriculum at Stanah has been constructed to compliment the thematic approach across each year group. See attachment 2 for the overview of learning objectives by Key Stage.

2.2 Teaching and Learning

The school uses a variety of teaching and learning styles in design technology lessons. Projects are planned to cover the 4 main areas for progression over a series of lessons if needed:

- Design
- Make
- Evaluate
- Technical Knowledge

We do this best through a mixture of whole-class teaching and individual/group activities.

2.2.1 Lessons

Design and technology lessons are taught as a block so that children's learning is focused throughout each unit of work.

Throughout lessons, teachers draw attention to examples of individual performance as discussion points for the class. They encourage children to evaluate their own ideas and methods as they work, alongside the work of others, and say what they think and feel about them. We give children the opportunity within lessons to work on their own and collaborate with others, and on different scales.

2.2.2 What is being taught

The Progression of Skills document at attachment 1 covers the skills being taught at Stanah with clear reference points for progression in each area of design technology.

2.2.3 How it is being taught

The Stanah Design Technology Scheme of Work (attachment 3) uses the Lancashire planning as a guideline, adapting this to the needs of our children through our creative and evolving year group theme content. This enables Stanah to deliver the progression of skills through each key stage.

The scheme of work maps out the DT projects covered in each term during each year and key stage. These mainly follow the year group themes however, some skills are standalone. Our DT subject leader works this out in conjunction with teaching colleagues in each year group, adapting it with new ideas where appropriate.

By planning our lessons (as above), our scheme of work provides a range of skills and experiences as required by the National Curriculum. Where possible, each year group touches as many aspects of making skills as is manageable, so that children have the opportunity to improve and show progression across both key stages.

DT led days and DT Week is planned to run each year where possible.

2.2.4 Books and Marking

Curriculum exercise books are used from year 1, They are to be used for all aspects of the DT curriculum.

Learning Objectives for each lesson are required in books.

One quality teacher mark is to be undertaken per project.

All children are taught to give constructive feedback, observations, evaluations and compliments about each other's work, along with reflecting and self-evaluating their own work.

2.2.5 Resourcing

The school has a selection of centrally stored materials, tools and equipment to ensure that all pupils have access to necessary resources. The DT budget covers the cost of materials and replacement tools. Teachers will be required to maintain tools and equipment in their room. The DT subject leader will conduct a yearly survey of resources used and required by teaching staff across the school to ensure the school procures the most relevant and cost-effective equipment.

Pupils may occasionally be asked to bring materials from home if they can; however, to allow all pupils the same opportunities, pupils that are unable to do this will be provided for.

Books to support work in D&T can be found in the school library.

2.2.6 Health, Safety and Hygiene

In order to maximise their learning experience, pupils are allowed access to a wide range of materials in D&T lessons: however, health and safety concerns are inherent with D&T, including storing materials and tools, and the use of equipment. The risks of each task will be assessed by the class teacher before lessons and relevant safety equipment will be used:

- Equipment will be tested before the lesson by the class teacher.
- Pupils will be supervised at all times during D&T lessons.
- All tools, such as glue guns will be checked before use by the class teacher. It is the duty of staff to recognise and assess the hazards of working with food and other materials.
- All pupils will be taught to use equipment properly by the class teacher. Pupils will also be briefed on the importance of how to correctly use equipment and tools.
- Pupils will only be allowed to use a low temperature glue gun under one-to-one supervision. Glue guns will be considered alongside all viable alternatives such as adhesive tapes, blue tack and other fasteners, to ensure the most suitable materials are used for each project.
- Perishable food will be stored appropriately and refrigerated if necessary. Care must be taken by staff to ensure foodstuffs are not used past after the sell by date.
- A fire safety blanket must be kept by the cooker at all times.
- All surfaces must be cleaned before and after food preparation tasks.
- Teachers ad TAs will oversee that all cupboards, table tops and cookers are clean and in working order.
- Correspondence will be sent to parents one week before cooking lessons to ensure pupils' allergies are taken into account.

2.2.7 Staff Continued Professional Development (CPD)

The DT subject leader is required to attend most courses for specific skills or primary curriculum issues and provide follow on training to staff at staff meetings. Any online or group training courses to be rolled out to staff as requested. Staff are encouraged to access any free online courses and share their practice with the school.

3 Impact

The impact of the DT curriculum will be measured by the following statements:

- Children have clear enjoyment and confidence in design and technology that they will then apply to other areas of the curriculum.
- Children know more, remember more and understand more about Design Technology, demonstrating this knowledge when using tools or skills in other areas of the curriculum and in opportunities out of school.
- Children use and understand technical language associated with Design Technology.
- As designers, children develop skills and attributes they can use beyond school and into adulthood.

These are assessed through a variety of channels.

- Lessons are monitored by the DT lead throughout the year.
- Pupil interviews are conducted once a year.
- Attainment is tracked using AFL during lessons.
- Formative assessments are made using Otrack at the end of each unit

3.1 Monitoring and Evaluation

Lessons are monitored throughout the year by the subject leader and through lesson observations. These take place at least twice a year as a minimum.

Pupil interviews are conducted once a year and teacher survey is done at the end of each year to gain feedback from lessons taught, resources used / available and any improvement or changes to be implemented in the curriculum plans.

3.1.1 Attainment and End of Year Expectations

Attainment is tracked using the End of Year Expectations on O Track.

To assist judgements of either Working Towards (WTS), Expected (EXS) or Working at Greater Depth (GDS), the Progression of Skills document is used as the measure of Working at the Expected standard, i.e. a child demonstrating the skills in their year group is working at the Expected standard. A child working beyond their age group skills, is assessed to be working at Greater Depth.

Progress is measured individually by assessing all work in sketchbooks and keeping a portfolio of work throughout the year. A progress score of 1, 2 or 3 is given at the end of the year accordingly:

1 Less than expected progress made

2 Expected progress made

3 Above and beyond expected progress made

4 Review and update

This policy is to be reviewed on a yearly basis by the subject leader.