



Design & Technology Policy 2022



“The nature of design and technology is such that it should provide opportunities for pupils to engage in activities that are challenging, relevant and motivating. This should give pupils enjoyment, satisfaction and a sense of purpose.” (DATA Primary Guidance, p4)

Rationale

The staff at Burradon Community Primary School believe that Design and Technology prepares children to take part in the development of tomorrow’s rapidly changing world. The subject encourages children to become self-directed 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 or systems that serve a purpose. We aspire for our children to **be curious** about the world around them, ask questions and investigate. Also, to be the best they can by **persevering** and being **resilient**.

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 at a basic level. This allows them to reflect on and evaluate present and past Design and Technology created by others, as well as the items they create themselves. Design and Technology helps all children to become discriminating and informed consumers and potential innovators.

Intent

The aims and objectives of Design and Technology at Burradon Community Primary School are:

- To develop children’s skills in identifying a need, generating ideas, designing, making and evaluating.
- To develop imaginative thinking in children and to enable them to talk about what they like and dislike when evaluating products and 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 ‘made’ 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.
- To develop children’s curiosity, originality, co-operation and perseverance.
- To encourage children’s technical vocabulary.
- To provide opportunities for children to work both individually and as part of a team.

Implementation: Teaching and Learning

At Burradon Community Primary School design and technology is taught in all classes from Foundation Stage to Year 6. We use 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 investigating products, 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 ICT.

Design and technology should be taught for 8-12 hours per term, depending on the project being undertaken.

Each Design and Technology project will be taught weekly, in half term blocks or during design and technology afternoons or mornings. This is left to the discretion of the class teacher.

The Design and Technology Association Project's on a Page planners provide a framework for teaching in learning in design and technology from years 1-6. In the EYFS frequent design and technology activities are planned; some initiated by the children and some led by adults and taken from the EYFS framework.

Three main elements are planned into each Design and Technology topic:

- 1- Investigation and Evaluation Activities
- 2- Focus Practical Tasks to develop skills
- 3- Design and Make Activities and Evaluate

The investigational activities are the exploratory part of a topic to raise awareness of materials, methods, items and objects presently used.

The focussed practical tasks are the skill-based activities where the children's work is directed to practise or develop particular skills.

The design and make activities are the more open activities where the children can use their skills to design and make their best design solutions.

Impact

We measure the impact of our curriculum through the following methods:

- Monitoring of children's understanding, knowledge and skills by the class teacher throughout lessons. This assessment is then used to inform differentiation, support and challenge required for the children.
- The use of DT booklets from Year 1 to Year 6 allow teachers to monitor this progression throughout the year group. The design, make, evaluate journey is recorded in the booklets, which will include research, notes, designing, photos of the making process and finished product and then the evaluations of the work.
- DT coverage checks and scrutinies with feedback passed on to staff.

- An end of each project assessment to be added to the DT assessment document on the shared drive.
- Interviewing the pupils about their learning (pupil voice).
- In EYFS Seesaw is used to inform parents of work carried out in school. It can also be used for the subject lead to see the DT work that is being undertaken and monitor progression.

Overall, our children will display clear enjoyment and confidence in Design and Technology that they will then apply to other areas of the curriculum. Children will ultimately know more, remember more and understand more about Design Technology. They will demonstrate this knowledge when using tools or skills in other areas of the curriculum and in opportunities out of school. As designers, our children will develop skills and attributes they can use beyond school and into adulthood.

Miss Laura Arkley, 2022

This policy will be reviewed every three years.

Review Date: January 2025