

# Morland Area C of E Primary School

## Design Technology Policy



'Cycling our way to a healthier future'

Policy written by Joanne Berry

Design and technology helps to prepare children for the developing world. The subject encourages children to become creative problem-solvers, both as individuals and as part of a team. Through the study of Design and Technology they combine practical skills with an understanding of aesthetic, social and environmental issues. Children are engaged in the process of designing, making and evaluating products. This process combines design, manufacturing and evaluative skills, and endeavours to produce practical solutions to real life problems.

### **Aims and objectives**

Every child will be taught Design Technology. Appropriate provision is made throughout the school so that each child has access to the Design Technology curriculum, i.e. each child has the opportunity to develop skills through designing, making and evaluating products. Design Technology will receive at least the same percentage of curriculum time as other foundation subjects. In taking part in the Design Technology, pupils will:

- Develop each child's technological knowledge and understanding at an appropriate level, in a progressive way.
- Develop a greater awareness and understanding of how everyday products are designed and made.
- Use knowledge and skills acquired in other curriculum areas to support design technology.
- Go through the design process recognising needs, generating ideas, planning and designing possible solutions, making and evaluating products.
- Develop a range of personal qualities needed to see a project through the design process.
- Develop imaginative thinking in children and to enable them to talk about what they like and dislike when designing and making;
- Foster enjoyment, satisfaction and purpose in designing and making;
- Give the children the opportunity to design, make and evaluate a wide range of quality products, enabling each child to experience success.
- Increase the children's knowledge of different tools and materials, safely using the range of resources available and following appropriate procedures for food and hygiene.
- Enable the children to evaluate products so that they can become discriminating users and consumers.
- Secure links with other subjects where appropriate, e.g. using ICT software in order to produce a product.

## Teaching and Learning Style

We use a variety of teaching and learning styles in design and technology lessons. 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. All ideas will be treated with respect. Children critically evaluate their own work and that of others. They have the opportunity to use a wide range of materials and resources, including ICT.

Children will be given the opportunity to work within three main areas of development during each topic:

1. Investigative, disassembly and evaluative activities
2. Focused practical tasks
3. Design and make assignments

In all classes there are children of differing ability. We provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

## Health and Safety

Adults must ensure that:

- DT equipment is not left out and unsupervised.
- Floors and work surfaces are kept clean and tidy and all tools used must be of good quality, in good condition and stored safely.
- Direct safety instructions should be given to children each time they undertake a design and technology activity.
- Children should be given suitable instruction on the operation of all equipment before being allowed to work with it.
- Children should be strictly supervised in their use of equipment at all times.
- Children should be taught to recognise and consider hazards and risks and to take action to control these risks, having followed simple instructions.

When working with food:

- An adult will be required to supervise activities involving cooking and food handling/preparation.
- When undertaking food activities the appropriate Health and Safety Procedures must be adhered to.
- When working with food all children should follow personal hygiene guidance
- Teachers should check the dietary needs of the children in their class to identify any foods that should not be available to specific children, or groups of children.
- Any perishable food should be stored in a fridge.
- Only use equipment set aside to use with food.
- Set aside an area for children to wash their hands.
- Ensure that all equipment is cleaned and put away in the food cupboard.

Risk assessments for such activities are to be found in the schools Health and Safety digital file and should be amended as appropriate.

### The Design Technology Curriculum

Planning at Key Stage 1 and Key Stage 2 is linked through our topic choices to give children the opportunity to work on projects for sustained lengths of time rather than in isolated timetabled slots. However, it can be taught discreetly if it does not fit into the topic. We give children of all abilities the opportunity to develop their skills, knowledge and understanding and we also build planned progression, so that the children are increasingly challenged as they move through the school. Planning is on the Google Drive for each class on a 2 year rolling programme.

### EYFS

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 of the world to the objectives set out in the EYFS Framework. 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. These activities, indoors and outdoors, attract the children's interest and curiosity.

### Inclusion, including meeting the needs of children with Special Educational Needs

Design and Technology is accessible to all pupils, through careful differentiation of tasks and adult support where needed. We provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

### Record Keeping and Assessment

Record keeping in Design Technology follows our school's Assessment Policy. Taking photographs will be used to assist evaluating and recording children's work. A sample of photographs and examples of designs and evaluations will be kept in school.

This policy was written on Friday 8<sup>th</sup> October 2021

Policy to be reviewed in October 2026