

Design and Technology policy

1. Intent

The DT curriculum at Hallaton Primary School aims to engage, inspire and challenge our pupils.

Design and Technology requires pupils to apply knowledge and skills to solve practical problems. It involves identifying a need, generating design ideas, planning, making and evaluating. It spans the curriculum and supports work in other subjects. Through well planned tasks, which allow the children to achieve the targets within familiar contexts, pupils learn how to take risks and become resourceful, innovative, enterprising and capable citizens. These are essential skills for our pupils to develop as they prepare to take their place as adults in society.

The National Curriculum for Design and Technology aims to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- Develop their capability to create high quality products through combining their designing and making skills with their knowledge and understanding
- Nurture creativity and innovation
- Research and explore past design and technology and use this knowledge in their own designing
- To develop an understanding of health and nutrition and how to cook. Develop an attitude that is conscious of what a healthy lifestyle is and how food contributes towards this.

2. Implementation

Teaching and learning in Design and Technology

In Key Stages 1 and 2 Design and Technology is taught through the teaching of well-planned lessons using the National Curriculum and other programmes of studies that the teaching staff may choose. In the Foundation stage it is taught in a very hands-on and child led way following the guidance in the Early Years Foundation Stage Curriculum.

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 ICT.

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Equipment and Resources

All children should have access to basic Art and DT materials in their own classroom, including paintbrushes, glue, scissors, and some paint. Materials which are not used on a daily basis such as clay, 3D printing PLA and specific materials will be ordered by the subject leader and distributed to the necessary year groups.

3. Impact

Assessment and Recording

Assessment forms part of the planning, teaching and learning and takes place throughout the year by questioning, observing pupils at work and discussing their ideas with them. Each piece of work shows the learning objective and this is used to inform assessment. Teachers make positive verbal/written comments, as well as constructive suggestions to help children improve their work. The children are also involved in the evaluation process and are expected to carry out their own self-assessment of their work. Peer assessment is encouraged and the children are expected to make positive comments about others work in addition to asking questions.

Staff are provided with National Curriculum objectives for DT and a progression of skills document, which they will use to assess each child individually within a topic. This ensures coverage across the year of the key skills. All plans are specifically linked to the progression of skills required for each year group.

In accordance with the school's policy, parents will receive a written report on all aspects of a pupil's school work, including DT at the end of the summer term.

Differentiation

Art and DT in the school will comply with the three basic principles for inclusion:

- Set suitable learning challenges.
- Respond to pupils diverse learning needs.
- Strive to overcome potential barriers to learning and assessment for individuals and groups of pupils.

The action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials, consistent with school-based intervention as set out in the SEND Code of Practice.

Gifted and talented children will be encouraged to develop their talents and experiences of DT through a range of activities. It is the class teacher's responsibility to make sure suitable learning objectives are being set and that the children are being challenged in their learning.

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Equal Opportunities and Inclusion

Every pupil has equal access to National Curriculum DT. Learning experiences are differentiated in such a way as to meet the needs of all pupils. All pupils in the school have equality of opportunity in terms of curriculum balance, curriculum time, use of resources, use of facilities and access to extra-curricular activities.

Monitoring and Review

The monitoring of the standards of children's work and of the quality of teaching in DT is the responsibility of the DT subject leader and senior management within the school. The work of the subject leader also involves supporting colleagues in the teaching of DT, being informed about current developments in these subjects and providing a strategic lead and direction for these subjects in school.

Health and Safety

When working with tools, equipment and materials, in practical activities, children are taught about hazards, risks and risk control; to recognise hazards, assess consequent risks and take steps to control the risks to themselves and others; to use information to assess the immediate and cumulative risks to manage their environment; to ensure the health and safety of themselves and others to explain the steps they take to control risks.

Date: January 2022

Subject Leader: Miss R Hedgecott

Discussed with Staff:

Presented to the Governing Body on:

Interim Review Date: January 2022

Review Date: February 2023