

**Brighter Futures Academy Trust**  
**Design and Technology Policy**



<b>Name of Policy Writer/Amendments</b>	<b>Date Written/Amended</b>	<b>Next Review Date</b>
R Denham	Nov 2014	Nov 2017
H Wilkinson	April 2018	April 2021

## Design and Technology Policy

### **Rationale:**

Design and Technology prepares children to take part in the development of tomorrow's rapidly changing world. Creative thinking encourages children to make positive changes to their quality of life. The subject encourages children to become autonomous 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 and systems.

Through the study of design and technology, children combine practical skills with an understanding of aesthetic, social and environmental issues. This allows them to reflect on and evaluate present and past design and technology, its uses and its impacts. Design and Technology helps all children to become discriminating and informed consumers and potential innovators.

### **Aims**

1. To develop imaginative thinking in children and to enable them to talk about what they like and dislike when designing and making;
2. To enable children to talk about how things work, and to draw and model their ideas;
3. To encourage children to select appropriate tools and techniques for making a product, whilst following safe procedures;
4. To explore attitudes towards the made world and how we live and work within it;
5. To develop an understanding of technological processes, products, and their manufacture, and their contribution to our society;
6. To foster enjoyment, satisfaction and purpose in designing and making.

### **Teaching and Learning**

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 developing ideas, planning and making products and then evaluating them. We do this through a mixture of learning challenges 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.

In all classes there are children of differing ability. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- setting common tasks that are open-ended and can have a variety of results;
- setting tasks of increasing difficulty where not all children complete all tasks;
- grouping children by ability and setting different tasks for each group;
- providing a range of challenges through the provision of different resources;

The quality of learning in DT will be celebrated in display and performance including suitably mounted 2D/3D and interactive displays, competitions for published materials eg calendars, posters and cards, presentation of work in assemblies.

### **Curriculum**

Design and Technology is a foundation subject in the National Curriculum. Our school scheme of work uses learning challenges and the teaching and developing of specific skills as the basis for its curriculum for Key Stages 1 and 2.

### **Assessment**

At Siddal Primary School assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate differentiation. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made.

The purpose of monitoring and evaluating activities is to raise the overall quality of teaching and levels of pupil attainment. The Design and Technology subject leader will monitor the quality of teaching and learning and the monitoring will include:

- Scrutiny of planning
- Making judgements on the quality of teaching and learning through lesson observations and through feedback
- Moderation of standards in children's work
- Evaluation of children's attainment against targets.

### **Health and safety**

The general teaching requirement for health and safety applies in this subject.

We teach children how to follow proper procedures for food safety and hygiene. We teach children safe handling of tools and equipment. Health and Safety guidance notes from CLEAPS are available to staff to help with this.