Marsh Green Primary School

Design and Technology

Policy

2024-2026

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Achieve Believe Celebrate

Aims

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 making products and systems. Through the study of Design and Technology, they combine practical skills with an understanding of aesthetic, social and environmental issues, as well as of functions and industrial practices. 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.

The aims of design and technology in our school are:

- Develop imaginative thinking in children and to enable them to talk about what they like and dislike when designing and making things.
- Enable children to talk about how things work, and to draw and model their ideas.
- Encourage children to select appropriate tools and techniques for making a product, whilst following safe procedures.
- Explore attitudes towards the world and how we live and work within it.
- Develop an understanding of technological processes and products, their manufacture and their contribution to our society.
- Foster enjoyment, satisfaction and purpose in designing and making things.
- Develop the cross-curricular use of design and technology in other subjects.

Organisation

To enrich our Design and Technology curriculum, we provide a variety experiences that are relevant to real-life. Outcomes are designed to not only meet the needs of the National Curriculum, but also to develop life-long learning, empathy and co-operation skills. Our 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 or 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. To ensure equity, we tailor the curriculum according to individual needs to remove barriers. Children are encouraged to show perseverance and resilience, having the growth mind-set to learn through their mistakes and achieve to be the best that they can be.

Planning

Design and Technology is a foundation subject in the National Curriculum. Our school uses the national programmes of study as the basis for its curriculum planning in design and technology. Our Design and Technology curriculum is based on the 'Kapow' scheme of work but personalised to meet the needs of our children. Kapow provides a comprehensive programme of study for the whole school from Early Years through to Year 6. We carry out the curriculum planning in design and technology in three phases (long-term, medium-term and short-term). The long-term plan covers the units of work in each term during the key stage. This has been carefully put together to take into con sideration the needs of our children. Our medium-term plans, taken from Kapow, give details of each unit of work for each term. They identify learning objectives and outcomes for each unit and ensure an appropriate balance and distribution of work across each term.

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. As the reception class is part of the Early Years Foundation Stage, we relate the development of the children's creativity and knowledge and understanding of the world to the objectives set out in the Early Learning Goals. These underpin the curriculum planning for children aged three to five. This learning forms the foundations for later work in design and technology. 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.

We provide a range of experiences that encourage exploration, observation, problem-solving, critical thinking and discussion. These activities, indoors and outdoors, attract the children's interest and curiosity.

Assessment

Teachers assess children's work in Design and Technology by making assessments as they observe them working during lessons. Evidence of work is recorded in a variety of forms. Teacher assessments are recorded on the assessment tracker for each year group. Children are encouraged to make judgements on ways in which their work can be improved; evaluating their own and each other's work. Every child completes an end if unit quiz which is recorded in their creative journals.

Resources

Our school has a wide range of resources to support the teaching of design and technology across the school. Classrooms have a range of basic resources, with the more specialised equipment being kept in the Design and Technology store. This room is accessible to children only under adult supervision.

Health and Safety

In this subject, the general teaching requirement for health and safety applies. We teach children how to follow proper procedures for food safety and hygiene.

Monitoring and Review

The quality of teaching and learning in Design and Technology is monitored and evaluated by the design and technology subject lead, curriculum lead and the Headteacher as part of the school's agreed cycle of monitoring and evaluation.