Ladygrove Primary School and Nursery

Design and Technology Policy

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Intent

At Ladygrove Primary School and Nursery, we strive to ensure that our Design and Technology curriculum offers all pupils an opportunity to develop their creativity, imagination and subject knowledge. Design and Technology lends itself to cross-curricular links with a broad range of subjects, such as Mathematics, Science, Engineering, Computing and Art, which we embrace through STEM based activities. We encourage children to be risk takers by exposing them to problem solving in a variety of creative contexts. Through designing, making and evaluating their ideas, the children are taught to think critically, whilst considering the needs, wants and values of themselves and others. We aspire to prepare our children to be the innovators of the future, prepared to deal with tomorrow's rapidly changing world.

Something, for someone, for some purpose.

Implementation

- Our Design and Technology curriculum is guided by the National Curriculum, focussing on the three main elements of the design cycle: *design, make and evaluate*.
- Each design process is underpinned by *technical knowledge* which is linked to the specific topic being covered.
- D & T taught in blocks or across half terms as appropriate to ensure effective teaching and progression, building on prior knowledge and skills.
- We use a cross-curricular approach where possible.
- Kapow Primary supports the teaching and learning of D & T to assist teachers' workload.
- Teachers have a clear understanding of the objectives to be taught in each topic and area.
- Termly monitoring of Design and Technology in the form of book looks, pupil voice and learning walks.

Impact

- Children will be confident in Design and Technology and will know more and remember more, applying these skills to other areas of the curriculum.
- Children will understand the principles of healthy eating, diets and recipes, including key processes, food groups, cooking equipment and environmental impact (farm to fork).
- Children will have an appreciation for key individuals, inventions and events in history and of today that impact our world.
- Children will self-evaluate and reflect on learning at different stages and identify areas to improve.
- The vast majority of children will achieve age-related expectations in Design and Technology.
- As designers, children will develop skills and attributes they can use beyond school and into adulthood.

Aims

The aims of Design and Technology are to:

- 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.
- Understand and apply the principles of nutrition and learn how to cook.

Role of the Design and Technology Coordinator

The role of the subject leader is to:

- Advise and support staff in planning, teaching and learning of Design and Technology.
- Monitor the teaching and learning of Design and Technology that is taking place and use feedback from this to develop an action plan for Design and Technology that has realistic with developmental targets.

- Audit, identify, purchase and organise Design and Technology resources, ensuring that equipment is readily available and well-maintained.
- Keep up to date on the use of Design and Technology in the curriculum.
- Promote Design and Technology throughout the school, e.g. having a whole school 'STEM Week'.
- Liaise with STEM providers to broaden perspectives of the use of Design and Technology in the Primary School.
- Ensure appropriate risk assessments are in place for Design and Technology projects.

Teaching and Learning

The Early Years Foundation Stage

The statements below articulate the prerequisite knowledge and skills from the 2020 Development Matters for DT within the National Curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for DT.

The most relevant statements for DT are taken from the following areas of learning:

- Physical Development
- Expressive Arts and Design

Three and Four Year Olds	Physical Development		• Use large-muscle movements to wave flags and streamers, paint and make marks. • Choose the right resources to carry out their own plan. • Use one-handed tools and equipment, for example, making snips in paper with scissors.
	Expressive Arts and Design		• Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
Reception	Physical Development		• Progress towards a more fluent style of moving, with developing control and grace. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
	Expressive Arts and Design		• Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills.
ELGs	Physical Development	Fine Motor Skills	Use a range of small tools, including scissors, paintbrushes and cutlery.
	Expressive Arts and Design	Creating with Materials	• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used.

Key Stages 1 and 2

Staff use a variety of teaching and learning styles in Design and Technology lessons. The principal aims are 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. This is done through a mixture of whole class teaching and individual or group activities. Within lessons, children are given 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 are provided with the opportunity to use a wide range of materials and resources, including ICT.

Contribution of Design and Technology to teaching in other curriculum areas:

Maths

In Design and Technology, the children are given the opportunity to use and apply their mathematical skills. They learn how to measure accurately and how to check their results for rationality. They apply their knowledge of fractions and percentages to describe quantities and calculate proportions. They learn to read and interpret scales, collect and present data and draw conclusions. Through designing and modelling, they learn about size and shape.

English

Design and Technology contributes to the teaching of English in our school by providing valuable opportunities to reinforce what the children have been doing during their English lessons. Through discussion, the children develop an understanding that people have different views about design and learn to justify their own views and clarify ideas they have for their designs. The evaluation of products requires children to articulate their ideas and to compare their views with those of other people.

Science

Cross-curricular links can be made with Science within certain aspects of the Design and Technology curriculum. Teachers use these links to combine their teaching in areas such as electricity and healthy foods. The use of STEM ambassadors to promote scientific links across the curriculum will challenge pupils to see how Science and Design Technology work together in the outside world.

ICT

Information and Communication Technology enhances the teaching of Design and Technology, wherever appropriate, in all key stages. Children use software to enhance their skills in designing and making things. The children also use ICT to collect information and to present their designs through a range of Computer-aided design (CAD) and presentation software.

Art

Children are encouraged to use their skills and methods developed in Art for applying aesthetic enhancements to their designs and products.

P.S.H.E.

We encourage a sense of responsibility in following safe procedures when making things. Children also learn about personal hygiene, the prevention of disease spreading, health and healthy diets when working with food. Their work encourages them to be responsible and to set targets to meet deadlines.

Cooking and Nutrition

As part of their work with food, pupils are taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life. Pupils consider where and how different foods are produced and grown and the impact this can have on the environment.

Health and Safety

It is important that children are provided with the essential life skills to enable them to design and make safely and confidently in Design and Technology lessons and the wider society. Teachers have a duty to introduce children to a wide range of production processes and the correct tools for the task. Children must have an awareness of health and safety and should be taught how to use tools and equipment correctly before being allowed to use it, as well as recognise hazards and control risk.

Teachers have a responsibility to:

- Strictly supervise children at all times when using equipment.
- Teach children to respect the equipment they are using and to keep it stored safely while not in use.
- Teach children to recognise and consider hazards and risks, and to take action to control these risks, having followed simple instructions.

Spiritual, Moral, Social and Cultural development (SMSC)

Through teaching Design and Technology, we can also develop children's spiritual, moral, social and cultural development.

Spiritual Development

- To provide opportunities to exercise imagination, inspiration, intuition and insight through creativity and risk taking when evaluating, designing and making a range of products.
- To develop deep thinking and problem solving through the ability to question needs and wants of different users.
- To instil awe, wonder and mystery when studying the natural world and human design.
- To encourage creative thinking and allow pupils to express their thoughts when reflecting on 'why?', 'how?' and 'where?'.

Moral Development

- To encourage pupils to value the environment and its natural resources and consider the environmental impact of everyday products.
- To educate pupils to be responsible consumers.
- To give pupils an awareness of the moral dilemmas created by technological advances.

Social Development

- To promote creative thinking and opportunities to express ideas in a range of ways.
- To encourage teamwork and cooperation with others.
- To encourage pupils to critique each other's ideas in a meaningful and helpful way.
- To be open-minded, listen to the ideas of others and recognise each other's strengths.
- To provide opportunities for pupils to share equipment.
- To promote equality opportunities for all.

Cultural Development

- To reflect on innovative products and inventions.
- To understand the diversity of materials and ways in which Design and Technology can improve the quality of life.
- To investigate how different cultures have contributed to technology and reflect upon these products and inventions.

Inclusion

We aim to promote opportunity and equality for every child and ALL children have equal access to a Design and Technology curriculum. We want to protect our children and families from any form of discrimination linked with the Protected Characteristics.
https://www.gov.uk/discrimination-your-rights

Adaptation and SEND

When planning and teaching Design and Technology lessons, teachers need to consider the varied abilities, attitudes and individual needs of the children within their teaching group. Design and Technology lessons can be adapted to suit the individual, however if a skill or activity is deemed inappropriate for a child or group of children, alternatives or modifications will be planned which best suit their needs. We give children of all abilities the opportunity to develop their skills, knowledge and understanding, and build planned progression into the scheme of work, so that the children are increasingly challenged as they move through the school.

Assessment, Recording and Monitoring

We assess children's work in Design and Technology by making informal judgements as we observe them during each lesson. On completion of a piece of work, the teacher responds to children's work, identifying areas for development.

Regular assessment is carried out using:

- Cold tasks and Knowledge Catchers used to assess prior knowledge at the beginning of a topic.
- Observation of pupils as they work.
- Discussion with pupils as they work.
- Oral questioning to encourage discussion.
- Evaluation of product, written work, drawings, etc.
- Hot tasks completed at the end of a topic to capture knowledge and understanding and identify gaps in learning.

Teachers analyse pupils' progress in the units of work they have completed at the end of each school year to complete the annual report to parents/guardians. This report takes the form of a summary of the teacher's observations and continued assessment of the pupils at work.

Resources

Design and Technology resources are stored centrally in the Science and Design and Technology cupboard in the LKS2 corridor. It is the responsibility of the Design and Technology coordinator to ensure that resources are organised and accessible. Cooking equipment is stored in the breakfast club kitchen, which is the dedicated areas for teaching Cooking and Nutrition within school.

Policy- Document Status			
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