



## Valuing Potential; Creating Opportunities Design and Technology Policy

This policy to be read in conjunction with all curriculum policies and our Assessment Policy, Equal Opportunities Policy, Health & Safety Policy and Guidelines, Teaching and Learning Policy, Racial Equality Policy

### **VISION**

Hartsbourne Primary School is an inclusive learning community where we are:

Building a strong school **community**; inspiring pupils to gain the **confidence**, resilience and independence to become **life-long learners**, making the best **progress** possible and creating happy memories.

### **RATIONALE**

Design and Technology encourages children to learn to think and intervene creatively to solve problems both as individuals and as members of a team. They are taught to look for opportunities and to respond to them by developing a range of ideas and making a range of products. The children are also given opportunities to reflect upon and evaluate past and present design technology, its uses and its effectiveness and are encouraged to become innovators of design.

### **AIMS**

Our aim is to teach pupils to develop their practical skills, knowledge and understanding of materials in order to design, make and evaluate products by developing:

- Imaginative thinking in children and enable them to talk about what they like and dislike when evaluating, designing and making.
- An ability to talk about how things work, and to draw and model ideas.
- Choice and selection of appropriate tools and techniques for making a product, whilst following safe procedures at all times.
- An exploration of attitudes towards the made world and how we live and work within it
- Understanding of technological processes, products, and their manufacture, and their contribution to our society.
- Enjoyment, satisfaction and purpose in designing and making.
- Understanding of the ways in which people have designed products in the past and present to meet the needs of society.
- Understanding of technological processes, their management and their contribution to our society.
- Creativity and innovation through solving problems and designing and making.
  
- Teaching children the appropriate knowledge that will be required to complete the making of their product

### **TEACHING AND LEARNING**

#### **Planning**

Design and technology at Hartsbourne is planned within the context of topics and where possible reference is made to other curricular areas, in particular English, mathematics, science, art and ICT. Children will be given the opportunity to work within three main areas of development during each topic:

1. Investigative, disassembly and evaluative activities (IDEAs). These activities provide opportunities for the children to explore existing products and to gain skills, knowledge and understanding which can be applied in a design and make assignment.
2. Focused practical tasks to provide opportunities to learn and practise particular skills and the application of knowledge.
3. Design and make assignments that provide opportunities for the children to combine their skills, knowledge and understanding to develop products that meet a real or perceived need.

Topics for each year group are available from our curriculum overview.

### **Early Years Foundation Stage.**

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 Early Learning Goals. These early experiences include encouraging children to ask 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.

### **Differentiation**

In all classes there will be children of differing ability and a spectrum of needs. We recognise the fact and will provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child and their learning style. This may include 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, provision of different resources, and/or using additional adults to support the work of individual children or small groups.

### **Classroom Management**

Classrooms are organised to promote the development of independent learning. Resources and equipment are clearly marked or labelled in order to allow actual or visual access to the children. Safe and tidy working practices are encouraged at all times. Children may work individually, in small groups or as a whole class.

### **Resources**

Whilst some commonly used resources such as paintbrushes, glue etc is stored in classrooms; the majority of D&T resources are stored centrally. Materials and equipment for all food work is stored in the cupboard in the dining room. High-risk resources such as craft knives are stored securely in the school office.

It is the responsibility of the subject leader to manage resources and ensure specific items are ordered in good time before the start of a topic. On the occasions that children are asked to bring in materials from home, these are the responsibility of the relevant class teacher.

### **Cooking and Nutrition**

As part of their work with food, pupils should be 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. Over time, pupils will be taught to:

- Understand where food comes from.
- Use the basic principles of a healthy and varied diet to prepare dishes.
- Understand and apply the principles of a healthy and varied diet.
- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.
- Understand aspects of 'seasonality', and know where and how a variety of ingredients are grown, reared, caught and processed.

### **Progression and Continuity**

Progression is ensured by reference to the whole school map for design and technology and by each teacher knowing the content they are required to teach based on the National Curriculum and the areas to be covered by each year group.

Continuity is ensured by all teachers conforming to the agreed model of working as outlined in this policy.

### **ASSESSMENT, RECORDING AND REPORTING**

Assessment procedures will be in line with the school's assessment policy. Evidence of work undertaken may be recorded in the form of photographs, as well as the recorded work to be stored in children's individual D&T folders.

#### **Types of Assessment**

**Formative:** (assessment for learning) allows the teacher to assess what the child knows, understands and can do.

**Summative:** (Assessment of learning): records overall achievement of the child against agreed statements.

**Diagnostic:** Identifies areas of strength and weakness.

**Evaluative:** allows teachers and school leaders to see the effectiveness of teaching and standards in terms of pupil performance.

**Self-Assessment and Peer Assessment:** involves children in the analysis and constructive criticism of their own and others work. This is a way of engaging children in understanding their progress in learning and identifying next steps that can be used to support, oral feedback from teachers and Teaching Assistants.

**Success Criteria:** Learners can generate their own success criteria or use those generated by the teacher to make judgements on their learning and the learning of their peers and be able to identify areas of development (what went well and even better if...).

At the end of a unit of work summative assessments are made about the children's achievements and recorded on the assessment sheet for the subject. This informs future learning for the next unit of work. At the end of each year a summative judgement is made as to whether individual children are below, at or above age related expectations.

#### **Marking and Feedback**

Marking will be in line with our marking policy. We are committed to providing relevant and timely oral feedback to pupils and is intended to serve the purposes of valuing pupils' learning, helping to diagnose areas for development or next steps, and evaluating how well the learning task has been

understood. Feedback should be a process of creating a dialogue with the learner, where questions can be asked; the learner is actively involved in the process.

## **HEALTH AND SAFETY**

At Hartsbourne we have a Health and Safety Policy and follow the guidelines as set out in the Health and Safety Manual. All adults who work with children in any way connected with design and technology will be made aware of health and safety implications and will have access to the above guidelines. The Health and Safety manuals and risk assessments are kept in the staff room. In order to reduce risk to the lowest possible, all staff will:

- Supervise children in small groups or individually when using low-melt glue guns, craft knives, scissors and other sharp objects.
- Assess a child’s capabilities appropriate to age and ability before planning and delivering practical activities.
- Ensure children use appropriate protective equipment eg gloves and goggles.

When working with food the appropriate Health and Safety procedures must be adhered to, including:

- An adult will be required to supervise activities involving cooking, food handling/preparation.
- Check records to ascertain any allergy conditions or cultural considerations.
- Children and adults will follow personal hygiene guidance (tie back hair, clean apron, use of blue plasters and washing hands).
- Perishable food must be stored in a fridge.
- Only the equipment in the food cupboard, which is for food use only, should be used.
- Ensure that plastic work sheets cover the desk area and are wiped down with a sterilizer/bacterial wipe.
- Ensure that all equipment is cleaned in the dishwasher and put away in the food cupboard.
- Ensure that all children use their own equipment when tasting food.
- See the school’s Health and Safety Manual for further guidance.

## **Equal Opportunities and Spiritual, Moral, Social and Cultural Development**

In line with the school’s equal opportunities policy each child will have an entitlement to all aspects of the Design and Technology curriculum. Children will be taught to appreciate the value of similarities and differences and how to be sensitive to cultural and religious considerations when making artefacts such as statues, divas, crosses, Chanukahs, Seder plates etc.

Children will be taught to work together through collaboration and cooperation. Collaborative work in design and technology develops respect for the abilities of others and a better understanding of themselves. In addition, they develop a respect for the environment, for their own health and safety and that of others.

## **POLICY REVIEW PROCEDURES**

This policy will be regularly reviewed by subject leaders and the SLT and ratified by the Governors’ Strategy Committee as part of the school monitoring cycle.

<b>SUBJECT LEADER</b>	<b>DATE OF POLICY</b>	<b>DATE OF REVIEW</b>
A FitzGerald	December 2015	December 2017

