



**Warwick Bridge School
Design and Technology Policy**

1.

Design and Technology involves applying knowledge and skills when designing and making products. The activities undertaken will enable our children to consider the needs of individuals and society within a caring community. Undertaking design and technology activities in school will give our children opportunities to use a range of materials and processes, and to work independently or as part of a team. We would hope that the activities undertaken here in Warwick Bridge School will also reflect the children's local environment and support them in the wider world.

2.

Our work reflects the National Curriculum requirements for Design and Technology:

The order states the importance of design and technology:-

Design and technology prepares pupils to participate in tomorrow's rapidly changing technologies. They learn to think and intervene creatively to improve quality of life. The subject calls for pupils to become autonomous and creative problem solvers, as individuals and members of a team. They must look for needs, wants and opportunities and respond to them by developing a range of ideas and making products and systems. They combine practical skills with an understanding of aesthetics, social and environmental issues, function and industrial practices. As they do so, they reflect on and evaluate present and past design and technology, its uses and effects. Through design and technology, all pupils can become discriminating and informed users of products, and become innovators.

'Pupils should be taught to develop their design and technology capability through combining their designing and making skills with knowledge and understanding, in order to design and make products'

The order describes one attainment target for design and technology :-

- Designing and Making

These are found within a single programme of study (PoS) for each key stage.

Approach to D&T (planning and organisation)

Design and technology is taught in KS1 and KS2 as an integral part of topic work, where appropriate. Focused practical tasks are also planned by the class teacher to develop and practise particular skills and acquire knowledge.

Meaningful assignments set within familiar or topic related contexts are used by class teachers: where appropriate assignments are set to link with Science, History, Geography, Music and Art.

As teachers we consider:-

1. Design and technology opportunities arising within the curriculum and how they can link with other subject areas and bodies of knowledge;
2. How we present the teaching of new skills to the children, i.e. group based, class taught or at an individual level;
3. The role of design and technology in the teaching and learning process throughout the curriculum;
4. How to encourage children to produce work of quality;
5. How to encourage the safe, economic and appropriate use of materials, tools and equipment;

It is important that the tasks presented to pupils help them make progress in D & T. The sequence of tasks and assignments should be planned so that there is progression in what is taught, as identified in the D&T programme of study (PoS). Skills, concepts and techniques will form an integral part of the planning and be incorporated into the lessons enabling progression to take place over both key stages.

Aims

- To provide a range of structured and differentiated activities which develop breadth and progression. Where possible these will relate to the interest and everyday experiences of our children

- To develop knowledge and teach skills in order to design and make products successfully.
- To help children become aware of and investigate simple products by disassembly and evaluation.
- To provide adequate time, access to information, skills and resources to make a good quality product.
- To motivate pupils by providing interesting and stimulating experiences.
- To provide equal opportunities and develop the qualities of individual pupils.
- To enable children to use design and technology to solve a range of problems.

Objectives

Pupils should have opportunities to:

- 1.1 develop realistic outcomes to assignments.
- 1.2 take increasing responsibility for their own work.
- 1.3 critically evaluate their work and the work of others and suggest improvements.
- 1.4 work individually and in teams, groups, partners or pairs.
- 1.5 work with a range of materials and to use them appropriately.
- 1.6 use a variety of tools safely and correctly.
- 1.7 communicate ideas in a variety of ways.
- 1.8 develop skills and apply knowledge and experience when working on an assignment.
- 1.9 develop the ability to solve problems.
- 1.10 research and record relevant information where appropriate.

1.11 examine and evaluate design features in simple products including their historical development.

3.0 Whole School Policy

The D & T curriculum has been developed to ensure it is an integral part of the "whole school" approach to children's learning.

4.0 Equal Opportunities

The full range of activities in technology will be made available to all children, irrespective of race, gender or physical disabilities.

5.0 Assessment

Teacher assessment is used to inform future planning and to review children's capability. Design and technology assignments are used throughout the key stages to assist with formative and summative assessment. Children are encouraged to make an oral or written evaluation of their work in technology throughout the key stages. Where appropriate children will use design sheets or booklets to plan, record, assess and evaluate their work. A

6.0 Recording (PoS)

Coverage of the programmes of study is mapped by individual teachers against their D&T activities over the year, and monitored by the co-ordinator. Evidence of this is retained in the main planning file.

7.0 Resources

The school has a range of resources and each class teacher is responsible for these. A technology trolley is available and all staff have a responsibility to ensure it is maintained in good order.

8.0 Special Needs

Any children who are identified as having "special needs" are given the help they require. Where children have a degree of physical, sensory or behavioural difficulties in the making of products they should be encouraged to participate in such activities with help from others.

Please refer to the school's policy on Special Educational needs for further information.

9.0 Differentiation

A range of approaches will be used and incorporated into our D&T activities. This will allow all children to develop their potential according to age and ability.

10.0 Role of the Co-ordinator

The co-ordinator works with the whole staff to develop a cohesive design and technology experience throughout the school. The co-ordinator will also:

- support colleagues in their development and understanding of detailed work plans and implementation of schemes of work and in assessment and record keeping.
- take responsibility for the purchase and organisation of resources for D&T
- keep up to date with developments in D&T.
- monitor delivery throughout the school.

11.0 Planning

It is our aim that children work through activities that are based on our programme of themes and or focused activities as described in our long term plan. This plan will ensure all aspects of the D&T POS are covered during KS1 and KS2. Refer to associated scheme of work for further details.

12.0 Health and Safety

A set of safety guidelines for design and technology are displayed in each classroom, a copy is also attached to the design and technology trolley. *For further information please refer to the schools policy statement for Health and Safety.*

Policy written and adopted by Warwick Bridge staff **September 2020**

Ratified by Governing Body

Date to be reviewed **September 2023**

Signed:.....
Head Teacher

Signed:.....
Chair of Curriculum Committee

Signed:.....
Chair of Governors

Date:.....

