



Reviewed on:	November 2021
Next review:	November 2022
Staff Responsibility:	Rebecca Few
Linked policies:	None
Signed by chair:	
Date:	

## **Boarshaw Community Primary School** **Design and Technology policy**

### **Introduction**

Design and Technology encourages children to learn and think creatively to solve problems both as individuals and as members of a team. At Boarshaw Primary School, we feel it is vital to nurture innovation and creativity to design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. Evaluation is an integral part of the design process and allows children to adapt and improve their product; this is a key skill in developing critical thinkers.

### **Aims of Design & Technology**

- To develop children's designing and making skills that consider their own and others' needs, wants and values.
- To stimulate children's creativity and promote problem solving skills.
- To teach children the knowledge and understanding, within each child's ability that will be required to complete the making of their product.
- To teach children the safe and effective use of a range of tools, materials and components,
- To develop children's understanding of the ways in which people have designed products in the past and present to meet their needs,
- To develop children's understanding of technological processes, their management and contribution to society.

### **Planning and Organisation.**

- At Boarshaw we have created Essential skills, which teachers use, to plan appropriate Design and Technology activities that are linked to the subject the year group are driving (if able to do so).
- These essential skills build upon the previous year groups following our Design and Technology progression framework, ensuring progression.
- Over the year Children will design and make a range of products.
- A good quality finish will be expected in all design and make activities appropriate to the age and ability of the pupil.

The work covered in each year group ensures a balance of:

- Investigative and evaluative activities.
- Focused practical tasks.
- Design, make and evaluative assignments.
- Long-term planning including units that address food, textiles, structures and mechanisms in KS1 and food, textiles, structures, mechanical systems and electrical systems in KS2.

- In Year 3 or 4, children will have the opportunity to program and control a product they have designed and made.
- In Year 5 or 6 will also incorporate monitoring and learn about inputs as well as outputs into their DT learning. Similarly, the children will have two opportunities to use computer-aided design (CAD) in order to ensure progress in their learning.

### **Teaching and Learning**

- Teachers will ensure that activities can be differentiated through careful planning and the selection of resources which are appropriate for different ages and abilities.
- All children will be encouraged to design and make and will be challenged in the designing and making process.
- Teachers of parallel classes plan D&T using history or Geography to contextualise the children's making if able to do so.
- Activities will be carefully selected and planned to ensure a balance of materials, skills, knowledge and understanding across the year.
- Teachers will plan to include designing and making assignments supported by focused practical tasks or skills teaching and work involving reviewing existing products. All children should have a breadth and balance of experience.

### **Design and Technology across the Curriculum**

- Cross-curricular links are identified when appropriate. E.g. the children can apply scientific and mathematical knowledge to create products which are functional.
- Opportunities are used to encourage children to use their creative knowledge over all areas. Design and Technology can help provide meaning to all other subjects within the curriculum. Design and Technology is a way of providing opportunities to develop fine-motor skills, observational skills, and concentration. Design and Technology can be linked to all other areas and gives a practical approach to learning.
- Development in SMSC will take place across all curriculum areas, within activities that encourage pupils to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle. All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible.

### **Intent**

Design and Technology is an inspiring, rigorous and practical subject. Design and Technology encourages children to learn and think creatively to solve problems both as individuals and as members of a team. At Boarshaw Primary School, we encourage children to use their creativity and imagination, to design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. Evaluation is an integral part of the design process and allows children to adapt and improve their product; this is a key skill in developing critical thinkers.

### **Implementation**

Design and Technology is a crucial part of school life and learning and it is for this reason that as a school we are dedicated to the teaching and delivery of a high-quality Design and Technology curriculum. This is implemented through:

- A well thought out, whole school, yearly overview of the DT curriculum which allows for progression across year groups in all areas of DT (textiles, mechanisms, structures, food and electrical systems).
- Well-planned and resourced projects that are investigative, evaluative and follow the design, make and evaluate cycle.
- A range of skills being taught ensuring that children are aware of health and safety issues related to the tasks undertaken.
- Teachers being given ownership and flexibility to plan for Design and Technology; often teaching DT as a block of lessons to allow the time needed for the children to be critical, inventive and reflective on their work.
- Opportunities for children to visit DT departments in local secondary schools are planned for.
- Each project from Year 1 to Year 6 addressing the principles of designing, making, and evaluating and incorporating relevant technical knowledge and understanding in relevant contexts.
- We aim to, wherever possible, link work to other disciplines such as mathematics, science, engineering, computing and art.

### **Impact**

Children will have clear enjoyment and confidence in design and technology that they will then apply to other areas of the curriculum.

In addition, we measure the impact of our curriculum through the following methods:

- Assessing children's understanding of skills after the unit is taught.
- Images and videos of the children's practical learning.
- Interviewing the pupils about their learning (pupil voice).
- Annual reporting of standards across the curriculum (at the end of the academic year).
- Marking of project and written work in books.
- Learning walks.

Children will ultimately know more, remember more and understand more about Design Technology, demonstrating this knowledge when using tools or skills. As designers, children will develop skills and attributes they can use beyond school and into adulthood.

### **Inclusion and Equal Opportunities**

All children have an equal opportunity regardless of gender, race or ability, to progress and succeed in their Design and Technology learning and understanding. We pay particular attention to ensuring there is no gender bias in materials or in access to resources, including ICT. Teachers should pay attention to the equal distribution of their questions across all groups. Any displays and references to this subject in society should show positive role models of gender, race, ethnicity and disabilities.

### **Monitoring and Evaluation**

Provision for Design and Technology is monitored and reviewed on a regular basis.

This is achieved by:

Rebecca Few: the Design and Technology Coordinator who will monitor resource provision, identifying shortfalls, identify aspects within curriculum subjects to be included in teacher planning.

The SLT shall have oversight of this policy and monitor the provision of Design and Technology.