BEAVER ROAD PRIMARY SCHOOL
Design and Technology Policy

Aims

The aims of Design and Technology in school are to provide opportunities for children to experience designing, making and modifying and to use a wide range of materials including construction materials, card, textiles and food. We aim to develop children's design and technology capability using knowledge and skills from a wide range of other curriculum areas. This will be achieved through practical activities in which children investigate and make good quality products, fit for their intended purpose. Children will use the design process whereby ideas may be transformed into objects as they continually evaluate their work. They will also have the opportunity to disassemble, investigate and evaluate products. It is hoped that they will have enjoyable, practical, learning experiences.

Subject Statement

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 technology, its uses and effects. Through Design and Technology, all pupils can become informed users of products and innovators.

Teaching and Learning including Planning and Organisation

Activities in Design and Technology are planned so that they build upon the prior learning of the children. We give children of all abilities the opportunity to develop their skills, knowledge and understanding and we also build planned progression, so that the children are increasingly challenged as they move through the school.

Curriculum Overview and Progression

Design and Technology is a foundation subject in the National Curriculum. At Beaver Road Primary School, we use a combination of Focus Education, PlanBee and Subject on a Plate to ensure high quality teaching and learning. This ensures all areas of the Design and Technology curriculum are covered, whilst enabling creative cross-curricular links. We plan the activities in Design and Technology so that they build upon the prior learning of the children. While we give children of all abilities opportunity to develop their skills, knowledge and understanding, we also ensure that there is an increasing challenge for the children as they move up through the school.

Foundation Stage
In Nursery and Reception, children are encouraged to develop their skills, knowledge and understanding of the world through a variety of activities. At Beaver Road we understand that these early experiences are vital foundations that lead into children's learning of the National Curriculum. Therefore, through a play based and explorative approach, children have access to creative and practical activities on a daily bases. Whether it is an adult led activity relating to a topic or self-initiated exploration in continuous provision, children are investigating, handling a range of materials and tools and creating products.

Assessment, Recording and Reporting
Assessment is used to inform future planning and to provide information about individuals throughout their time in this school. Assessment techniques will ensure that teachers assess the on-going design process and not just the finished products or outcomes.
These techniques should include:

- teachers' observation of pupils
- teacher – pupil discussion and teacher questioning
- pupils' drawings, notes, models, comments and written work
- artefacts made by pupils
- pupils' on-going analysis of their achievements
- photographs of children engaged in the design process
- use of ICT, Seesaw and Tapestry (EYFS) as appropriate

When reviewing the children's progress in Design and Technology, teachers must consider children's:

- Knowledge, skills and understanding
- Ability to develop, plan and communicate ideas
- Ability to work with tools, equipment, materials and components to make quality products
- Ability to evaluate processes and products
- Knowledge and understanding of materials and components

Evidence may be seen in books, on 2-D displays and through 3-D models and photographs of children's work.

Information on a child's progress in Design and Technology will recorded on Pupil Asset at the end of each academic year. Teachers will assess each child against all the learning objectives for their year group.

Inclusion
It is the responsibility of all teachers to ensure that all pupils, irrespective of gender, ability, including gifted pupils, ethnicity and social circumstance, have access to the curriculum and make the greatest progress possible. All pupils will have access to a broad, balanced curriculum, and have the opportunity to make the greatest progress

possible. In particular Design and Technology offers the opportunity for children to achieve in a practical subject, as they are encouraged to communicate in different ways other than writing.

Resources
We have a wide range of resources to support the teaching of design and technology across the school. Each year group has a range of resources, specific to the topics and skills being covered. We have a cookery room in both schools, available to all year groups for the teaching of food related skills.

Health and Safety
This is especially important with Design and Technology being a practical subject.

- Teachers will always teach the safe use of tools and equipment and insist upon good practice.
- Nursey have conducted a risk assessment for children using hammer, nails, screws and saws. This area of provision is constantly monitored by an adult.
- Children will be taught to take steps to control risks.
- Glue guns will be used by children under direct supervision.
- Children are taught how to follow proper food safety and hygiene rules.

Roles and Responsibilities
The roles and responsibilities of the design technology subject leader are:

- Support teachers in ensuring that all areas of the Design and Technology curriculum are covered in each year group.
- Provide consultancy, advice, skills
- Complete a termly subject leader update
- Prepare a subject development plan and self-evaluation statement each year.
- Analyse assessment data across the school
- Monitor and maintain condition and availability of resources.
- Ensure parental links are made to share learning and outcomes in Design and Technology.

Monitoring and Evaluation
This policy for Design and Technology will be reviewed annually.
Evaluation should take into account:

- Pupils' achievements
- Coverage of programmes of study
- Assessment outcomes
- Analysis of teacher planning
- Staff development
- Classroom observation