

Design and Technology (DT) Policy

New End Primary School

Date Amended: Autumn Term 2023

Review Date: Spring Term 2025

Rationale

- Children learn to produce practical solutions to real problems.
- Children develop technical understanding and making skills,
- Children learn about design methods and investigate their environment and the materials around them.

Aims

- To provide opportunities for all children to design and make good quality products
- To develop the skills, processes, knowledge and understanding involved in design and making
- To encourage children to select appropriate tools and techniques when making a product, using tools, materials and components safely
- To develop an understanding of changing product design and how this meets the needs of society
- To encourage children to consider how things work, to provide models for their own ideas

Governor and Staff Responsibility

Role of the Governing Body

Governors will:

- ensure that there is a link governor responsible for DT, who will meet regularly with the DT subject leader
- ensure that arrangements for the teaching of DT throughout the school are reviewed regularly and agreed

Role of the Headteacher

The Head-teacher will:

- Ensure INSET time, when appropriate
- Provide a budget for sufficient resources
- Enable the co-ordinator to work alongside other staff, where appropriate
- Liaise with staff about record keeping and assessment
- Ensure the monitoring of teaching and learning through lesson observations and intake of DT outcomes across the school

- Report to Governors, where appropriate, about the development of DT and progress made

Role of the DT Co-ordinator

The DT Co-ordinator will:

- ensure that all staff are aware of policy
- ensure that Design and Technology has a valued profile
- provide support to staff in ensuring effective DT provision throughout the school
- monitor and evaluate DT teaching and learning and evaluate standards
- ensure that DT provision is effectively and properly resourced
- develop a long term curriculum plan
- keep up to date with current initiatives

Role of the Class Teacher

The class teacher will:

- ensure DT is taught as part of the themed curriculum
- record and assesses the children's outcomes in line with agreed DT procedures
- report on children's progress in DT in annual reports
- attend INSET, when necessary
- liaise with and work alongside the co-ordinator, when appropriate

Organisation

Planning and Implementation

The school is working on a scheme of work to be implemented by summer term.

Each design module will include:

- Investigative lessons
- Focused practical tasks
- Designing and making assignments
- An evaluative lesson

Learning Outcomes

In DT activities children will:

- Design and make a range of products. A high quality finish will be expected in all design activities.
- Record their design ideas in design topic books/folders.

Children's work will be displayed in class and around the school to celebrate achievement.

Assessing and Recording

Assessment is based on teacher assessment. It is an ongoing process achieved by children being able to ask and answer design based questions, design and make a product, discuss their design process using appropriate vocabulary and evaluate their results. A statement of children's progress and achievement will form part of the annual report to parents.

Resources

Materials are ordered to resource each scheme of work. These are organised in a DT area in the stock room. Each year an audit is carried out to determine what needs to be reordered. Members of staff are also encouraged to make suggestions. Children and carers are often asked to collect specific materials to support design units. Additional written resources are contained in wooden boxes in the staffroom.

Health and Safety

The general teaching requirement for health and safety applies in this subject. We teach children to follow proper procedures when using tools and for food safety and hygiene.

ICT and DT

Pupils should be given opportunities to apply and develop their ICT capability through the use of ICT tools to support their learning in DT.

Equal Opportunities

Equal Opportunities are an integral part of the school curriculum. Strategies are adopted to ensure that all children have the opportunity to succeed in the arts regardless of ability, gender, race and class.

Teachers are aware of these issues in their planning for DT. They should also raise the level of consciousness on these issues with children throughout, in all curriculum areas.

See Equal Opportunities Policy for full details.

Pupils with Special Educational Needs and Disabilities

All teachers will have in their class some children whose progress warrants special consideration. Their difficulties may have physical, sensory, behavioural, emotional or neurological causes, or may stem from a legacy of poor learning that inhibits their current learning.

Teachers should aim to include all these pupils fully in DT lessons.

Gifted and Talented

Children demonstrating a particular ability in DT should continue to be supported in achieving higher standards through extension activities provided in lessons and extra curricular activities. The school should also ensure that where offered, children with particular aptitudes should have access to outside opportunities.

Pupils with English as an Additional Language

At New End we have a large number of children who have English as an Additional Language. These children must all be encouraged and assisted to reach their potential in DT.

Monitoring and Evaluating Policy and Practice

The policy will be reviewed regularly by the DT Co-ordinator to ensure that it reflects practice at New End.

Assessments of children's progress in DT are carried out on a continuous basis to inform the teacher and the child about their progress. These are completed through teacher assessments and children's evaluations.

Throughout the year the DT Co-ordinator will have the opportunity to look at samples of work across the school. Feedback will be made to staff.