POLICY STATEMENT

DESIGN & TECHNOLOGY

APPROVED BY GOVERNORS	September 2023
TO BE REVIEWED BY	September 2026

FAIRLANDS PRIMARY SCHOOL

DESIGN & TECHNOLOGY POLICY

AIMS

At Fairlands, we believe that the development of design and technology capability is important in preparing all pupils for citizenship in an ever-increasing technological world. The ability to use technological skills is a vital life skill in modern society. We also believe that using these skills in a purposeful way provides the opportunity to extend and enhance teaching and learning experiences in the National Curriculum as a whole. Design and technology can motivate pupils and promote self-esteem and confidence in all pupils, including those with Special Educational Needs or Disabilities (SEND).

Design and technology is part of every child's immediate experience. It is important that children are not only aware of what design and technology is, but also develop a practical approach to it. Children should develop skills and knowledge of a wide range of materials and equipment through practical activities in a safe and controlled environment.

PLANNING

Topic Maps give an overview of all Topics across the school. Links to Values Education, whole school events, happenings and main religious celebrations are also noted on this map.

Progression in design & technology is planned for using **progression in skills documents** based on the 2014 national curriculum which are delivered through a thematic, topic-based approach. A **Medium-Term Plan** is completed for each topic area. This ensures that learning is made relevant through interesting contexts that are meaningful to the children.

The **Short-Term Plans** are then completed to give further breakdown of how curriculum opportunities will be provided on a lesson-by-lesson basis, linking to Curriculum Progression statements transferred from the Medium-Term Plan.

Teachers plan carefully to ensure that there are opportunities for IDEAs, FPTs and DMAs (see below) As a result, pupils design and make products responding to real needs and opportunities.

LEARNING AND TEACHING

Design and Technology in the Foundation Stage
Design and Technology is taught in both nursery and Reception, as an integral part of the topic work covered during the year. We refer to objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. Design and technology enables children to take risks, becoming resourceful, innovative, enterprising and capable adults.

The children undertake design and technology activities as part of their topic work. Sometimes a whole day or two days are devoted to activities with a design and technology focus. Design and technology lessons involve a combination of whole class, group, and individual teaching. The learning opportunities can be divided into three main areas.

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 (FPTs)

Focused practical tasks provide opportunities to learn and practice particular skills and knowledge

3. Design and make assignments (DMAs)

A 'design and make assignment' provides an opportunity for the children to combine their skills, knowledge and understanding to develop products that meet a real need. (In general DMAs in Key Stage One will tend to be shorter in duration and, as children move towards the end of Key Stage Two, their designing and making will become more complex and therefore more time consuming.)

Teachers ensure that the children apply their knowledge and understanding when developing ideas, planning, and making products and then evaluating them. We do this through a mixture of whole class teaching and individual/group activities. Within lessons, we give children the opportunity both to work on their own and to collaborate with others, listening to other children's ideas and treating these with respect. Children critically evaluate existing products, their own work and that of others. They can use a wide range of materials and resources, including ICT.

Appropriate teaching strategies will enable children to:

- develop skills and knowledge of tools and materials
- explore and develop their ideas and the ideas of others
- work individually, with the support of a group, or in a class situation
- apply skills and knowledge (especially of science and mathematics) to a practical situation
- evaluate their own and other people's work in a constructive way
- be reflective about their work.

ASSESSMENT AND RECORDING

We assess children's work in design technology by making formative assessments based on teacher's professional judgement of progress against planned curricular objectives.

The progression of skills is an aid to summative assessment, indicating the type and range of performance which pupils working at a particular age should demonstrate.

Opportunities for recording (usually in individual and class topic books) are identified when planning and children will receive ongoing teacher assessment. On completion of a piece of work, the teacher marks the work and comments as necessary. Marking will follow the school policy.

The subject leader keeps samples of children's work in a portfolio. These demonstrate what the expected level of achievement is in history for each age group in the school.

Photographic evidence is an essential part of the record of the process of IDEAs, FPTs and DMAs.

RESOURCES

The subject leader will review the school's needs throughout the school year.

Resources for design and technology are stored in year groups, relevant to the topics they are delivering.

At the beginning of each year, and after Christmas, an audit will be made of resources and each year group will be asked to make requests for resources at this time.

HEALTH AND SAFETY

The general teaching requirement for health and safety applies in design technology.

We teach children how to follow proper procedures for food safety and hygiene.

FOOD TECHNOLOGY AIMS

- To recognise the need for safety and hygiene when preparing food.
- To be able to measure ingredients accurately.
- To be able to follow a recipe and use appropriate tools to cut, chop, grate, peel ingredients and then mix them together.
- To recognize the need for health and safety when using kitchen tools.
- Critique, evaluate and test their ideas and products and the work of others
- Understand and apply the principles of nutrition and learn how to cook.

MONITORING

The monitoring of the standards of children's work and of the quality of teaching in this subject is the responsibility of the subject leader.

The work of the subject leader also involves supporting colleagues, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

The subject leader gives the headteacher an annual report in which they evaluate the strengths and weaknesses in the subject and indicates areas for further improvement.

The subject leader has specially allocated, regular management time to review evidence of the children's work and undertake lesson observations of teaching across the school.

REVIEW

The governing body will review this policy in line with its annual cycle of review.