Corbridge C of E First School
DESIGN TECHNOLOGY POLICY

Design Technology

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw upon cross curricular links such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative as well as develop skills of enterprise. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

We intend to provide children with opportunities to develop resilience as they tackle problems and overcome challenges as they work. We do this by developing an understanding of the work of inventors, designers and culinarians as we progress through school as well as adopting the 'Design, Make, Evaluate' approach to teaching DT, outlined in the National Curriculum.

Aims

The national curriculum for design and technology aims to ensure that all pupils:

- Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- 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.

Aims of Design Technology at Corbridge C of E Frist School:

- *Design:* pupils are to develop their understanding of how research and design contribute to innovative, functional products through discussion and annotated sketches
- *Make:* select and use a wide range of tools, materials, textiles and ingredients for cutting, shaping, joining and finishing
- *Evaluate:* investigate and analyse their own and existing products against a set criteria and consider the implication of design in the wider world

- *Cooking & Nutrition:* to develop their understanding of what is meant by a healthy balanced diet, basic cooking techniques and from where different foods come.

In EYFS:
The new statutory Early Years Foundation Stage framework for England clearly identifies and strengthens the role of design and technology. The subject is specifically named in the area of learning 'Expressive Arts and Design' alongside art, music, movement, dance and role-play. The early learning goals for Expressive Arts and Design indicates what children should know, understand and be able to do by the end of the reception year. A significant proportion of this learning should be delivered through high quality design and technology experiences and activities (both adult lead and child initiated), enabling children to 'safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function' and 'use what they have learnt about media and materials in original ways, thinking about uses and purposes'.

In KS1:
Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment]. *(See National Curriculum Section for more details)*

In KS2:
Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment] *(See National Curriculum Section for more details)*

Art and Design in the Curriculum
Long term plans provide a framework to outline the Design Technology taught within our school. The National Curriculum provides further guidance by outlining the knowledge, skills and understanding which should be highlighted within each Key Stage. The Design and Technology taught in Nursery and Reception is governed by the Early Years Foundation Stage. Our DT curriculum is supported by documents from the Design Technology Association to ensure the whole school adheres to age appropriate progression and continuity in the knowledge and skills of Design Technology.

Teaching and Learning
The use of a variety of enriching teaching approaches and of resources is encouraged through:

- Teacher presentations, role play and story telling.
- Question and answer sessions, discussions and debates, designs and their uses.
- Individual and group research and presentations.

- ICT- interactive white board and internet resources, DVDs, and other visual and audio resources.
- Range of materials provided for children's exploration and investigation.

Equal Opportunities and Race Equality Policy

- All children regardless of their race, sex, religion, religious belief or ability will be given equal opportunities to develop their knowledge, skills and understanding of Design Technology.
- Work is planned to take into account children's different learning styles, interests and cultural backgrounds.

Health and safety

Whole school policy for health and safety will be adhered to in all Design Technology lessons. It is important that pupils are well supervised; learn to use equipment with due care and wear protective clothing where necessary.

Assessment

The Subject Co-ordinator will keep a photographic portfolio of designs, drawings, pictures and finished products. These can be used for assessment purposes and for monitoring progression through year groups.

Each key stage will have a progress tracker which is to be completed after every unit taught to show the National Curriculum coverage in each key stage as well as assessing the children individually.

Roles and responsibilities

It is the role of the subject leader, under the guidance of the Head teacher:

- To organise Design Technology within the curriculum and to ensure progression and development.
- To assist with and monitor planning and quality of delivery within the curriculum.
- To assist with and monitor assessment across KS1 and KS2
- To keep well-informed of any developments within Design and Technology
- To monitor and update resources

Review

This policy will be reviewed in September 2022, to review progress with the new curriculum.