



## Parkside Community Primary School

### **DESIGN & TECHNOLOGY POLICY**

#### **Purpose of study**

Design and technology prepares children to take part in the development of tomorrow's rapidly changing world. Through this subject children are given the opportunity to expand and experiment their own creative ideas, whilst learning new skills and reflecting on technology in today's society.

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 on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. 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.

#### **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.

#### **Objectives**

- To develop knowledge and understanding of: materials and components; mechanisms and control systems; structures; existing products, and health and safety.
- To develop the skills of designing, planning, making, adapting and evaluating products for a particular purpose.
- To look for needs, wants and opportunities and respond to them by developing a range of ideas and making products and systems.
- To develop an understanding of technological processes, products and their manufacture, and their contribution to our society.
- To nurture creativity, design and innovation and become creative and autonomous problem solvers, as individuals and as part of a team.
- To develop ICT skills to allow children to program and control products, to nurture their understanding of mechanical and electrical systems.
- To reflect on and evaluate present and past design and technology, its uses and effects.
- To promote pupils spiritual, moral, social and cultural development.

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

### **Health and Safety**

The general teaching requirement for health and safety applies in this subject. We teach children how to follow proper procedures for food safety and hygiene and for the safe use of tools and materials.

### **Curriculum Planning in Design Technology**

Children in Reception class follow the Early Years Foundation Stage Curriculum. We encourage the development of skills, knowledge and understanding that help reception children make sense of their world as an integral part of the school's work. We relate the development of the children's knowledge and understanding of the world to the objectives set out in the Early Learning Goals. These early experiences include asking questions about how things work, investigating and using a variety of construction kits, materials, tools and products, developing making skills and handling appropriate tools and construction material safely and with increasing control.

Teachers in KS1 and KS2 National Curriculum, as the basis for planning in design and technology. Each phase plans on a cross curricular topic basis, based on our children's needs, interests and school circumstances. The long-term plan maps out the units covered in each term during the key stage. Medium term plans identify learning outcomes and activities for the half term. The subject leader ensures provision and progression is adequate and balanced throughout the school. Cross-curricular planning enables links to be made between design and technology and other subjects.

Children use English, maths, science and art knowledge and skills as well as using a range of computing programmes. PSHE, citizenship and spiritual, social and cultural development areas are also strengthened through discussion, evaluation, health and safety awareness and group work.

### **Assessment and Recording**

Teachers assess children's work in design and technology by making assessments as they observe them working during lessons. This is undertaken during the year to assess children at an Emerging, Expected or Exceeding level related to their year group. They record the progress that children make by assessing the children's work against the learning objectives for their lessons. The teaching and learning of design and technology can occur as part of the children's topic work and is recorded in topic books, but may also be part of their history, science or other related activities. Assessments are made against National Curriculum statements of attainment.

### **Monitoring and Review**

The monitoring of the standards of children's work and of the quality of teaching in design and technology is the responsibility of the Design and Technology Subject Leader. Their role is to be informed about current developments in the subject and to provide a strategic lead and direction. The work of the subject leader also involves supporting colleagues in the teaching of design and technology within the school. A curriculum review is made annually which reports on achievements and indicates areas for further improvement.



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### DESIGN AND TECHNOLOGY POLICY

Policy adopted by Governing Body on \_\_\_\_\_

To be reviewed on \_\_\_\_\_

Signed by Headteacher \_\_\_\_\_

Signed by Chair of Governors \_\_\_\_\_