



# Devonshire Primary Academy Design & Technology Policy



Implementation Date: September 2013  
Adopted by Governors/HT: HT  
Review period: 3 year  
Last review date: October 2017  
Person responsible for policy: Mrs J. McNab

## **Devonshire Primary Academy Policy Document for Design and Technology**

### **Statement of policy for DT.**

At Devonshire Primary Academy, Design and technology is an inspiring, enjoyable 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 exploration and evaluation of past and present design and technology, they develop an understanding of how and why products work and make their own products for a purpose. High-quality design and technology encourages pupils to be creative, resilient problem solvers

### **Aims**

Our aims in teaching Design and Technology are that all children will:

- Become confident at exploring new ways to solve problems and try out new strategies when needed
- Develop their creative, technical and practical expertise needed to perform everyday tasks confidently in preparation for them to participate successfully in our increasingly technological world
- Develop and apply their knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- Nurture creativity and innovation through designing and making using a wide range of materials
- Test and evaluate their ideas and products honestly
- Understand and apply the principles of nutrition and learn how to cook

### **Principles of the teaching and learning of Design and Technology**

Design and Technology is important because:

- It is important that pupils can think of ideas, solve problems, evaluate products honestly and show resilience to solve problems that occur
- It is interesting and enjoyable, providing an awareness of the environment in which we live
- The skills and knowledge of Design and Technology have wide applicability in everyday life
- It allows children to think imaginatively and explore how familiar things around them work

Design and Technology is a subject in the National Curriculum. The fundamental skills, knowledge and concepts of the subject are set out in the National Curriculum subject documents.

## **Curriculum and School Organisation**

DT is generally linked with the half termly topic and each year group is responsible for delivering objectives throughout the year to ensure skills and knowledge is built up throughout school. Learning activities are sequenced to ensure progression as each unit builds on prior experiences.

The children will be taught within a frame work of understanding that promotes values and attitudes:

Children:

- Work independently and with others, listening to others' ideas and treating these with respect
- Can be creative, flexible and show perseverance
- Critically evaluate existing products, their own work and that of others
- Develop a respect for the environment and for their own health and safety and that of others
- Recognise the strengths and limitations of a range of technologies and appreciate which are appropriate for particular situations
- Develop their cultural awareness and understanding that all people are equal regardless of age, race, gender or ability and that there needs to be alternative solutions to meet the needs of individuals and groups of people
- Find enjoyment, satisfaction and purpose through designing and making
- Apply value judgements of an aesthetic, economic, environmental, moral, scientific and technical nature

## **Planning**

Developing the Skills Progression document and ensuring national curriculum coverage is the responsibility of the subject co-ordinator.th DT Skills ladder is used to support this progression.

Short term planning is the responsibility of individual teachers, who develop topics taking account of the needs of the children in a particular class and identify the way in which activities might be taught.

## **Assessment**

Assessment is used to inform future planning and to provide information about the progress of individual pupils.

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 evaluations of their achievements
- photographs of children engaged in the design process
- use of ICT as appropriate

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

- knowledge and understanding of materials and components
- understanding of mechanisms
- ability to use materials and equipment safely
- ability to develop, plan and communicate design ideas
- interest and motivation in designing and making
- ability to appreciate and produce items of quality that meet its intended purpose

### **Reporting**

A yearly written report of progress is given to parents and is intended to give a clear and helpful picture of their children's progress.

Parents are also invited to attend Parents' Evenings twice yearly to discuss their child's progress, and can meet with teachers at any time by request.

### **The Role of the Co-ordinator**

It is the co-ordinator's role to:

- prepare the policy and skills progression document and review these with staff;
- review and contribute to teacher planning;
- lead or contribute to staff meetings or INSET;
- specify and order resources and co-ordinate their use;
- monitor and review teachers' plans;
- review pupils' work, standards and levels and use these to inform planning for provision of the subject.

### **Resources and Accommodation**

It is the responsibility of the co-ordinator to review the use of the resources and accommodation.

### **INSET Provision**

Staff and school needs are considered and planned for by the co-ordinator and Senior Management Team. They are identified through curriculum evaluation and teachers'

specific requests. The need, use and effectiveness of INSET on teaching and learning within DT will be monitored and reviewed by the co-ordinator.

### **Equal Opportunities**

It is the responsibility of all school staff to ensure that all pupils, irrespective of gender, ethnicity, social circumstance and ability, including gifted and talented pupils, have access to the curriculum and make the greatest progress possible. Please refer to the Equal Opportunities Policy.

### **Special Educational Needs**

DT is taught at a level appropriate to the age, ability and experience of the pupils and is, therefore, accessible to all. Provision for pupils with SEN in DT is the responsibility of the class teacher. Please refer to the Special Educational Needs Policy.

**Excellence in Design and Technology** is celebrated in display and performance including:

- the mounting of children's work, be it individual pieces, group or whole class efforts;
- feedback by children to the rest of the class both orally and visually;
- class assemblies showing a celebration of class work;
- showing other classes samples of work
- work samples, photographs and observations in year group portfolios.