Temple Sowerby CE Primary School

Design Technology (DT) Policy

2020/2022

Approved by	
Name:	Mr K Laithwaite - Headteacher
Signed:	
Date:	16th April 2020
Review date:	15th April 2022

Our Vision:

Our vision for the school community is rooted in a deep respect for our human, social, and cultural values, expressed in a caring Christian ethos. We aim to provide high academic standards and a wide range of experiences and opportunities. In doing so, we encourage all children to flourish by giving them the skills they need to become good citizens and to discover life in all its fullness (John 10:10).

Policy Statement:

Design and Technology prepares children to take part in the development of tomorrow's rapidly changing world. Creative thinking encourages children to make positive changes to their quality of life. The subject encourages children to become independent and creative problem-solvers, both as individuals and as part of a team. It enables them to identify needs and opportunities and to respond by developing ideas and eventually making products and systems. Through the study of design and technology they combine practical skills with an understanding of aesthetic, social and environmental issues, as well as functions and industrial practices. This allows them to reflect on and evaluate present and past design and technology, its uses and its impacts. Design and technology helps all children to become discriminating and informed consumers and potential innovators.

The aims of design and technology are:
•to develop imaginative thinking in children and to enable them to talk about what they like and dislike when designing and making;
•to enable children to talk about how things work, and to draw and model their ideas;
•to encourage children to select appropriate tools and techniques for making a product, whilst following safe procedures;
•to explore attitudes towards the made world and how we live and work within it;
•to develop an understanding of technological processes, products, and their manufacture, and their contribution to our society;
•to foster enjoyment, satisfaction and purpose in designing and making.

Teaching and Learning:

At Temple Sowerby, DT is taught to all children in school on a weekly basis, every other half term, to develop key skills. Pupils are encouraged to investigate, plan, adapt and evaluate their work while working on their own, in pairs and small groups. All lessons are designed to promote enjoyment of DT and embed the purpose and importance of the subject. The core aims of the National Curriculum are addressed in each lesson. Our approach to the planning, assessment and teaching of DT throughout the school is organised in our mixed-age, class groupings.

Across all year groups, children learn how to safely use a variety of tools under supervision to create quality items. All learning is encouraged using the principles of design, make and evaluate. Teaching allows children to strengthen their technical knowledge by giving support and guidance when developing projects.

We incorporate links to other subjects and our local environment to develop children's interest in DT. For example, children have built bird boxes as part of our Gardening Club, whilst in History, we have explored shelters when learning about the Stone Age. We also invite local designers into school to work with the children and introduce different techniques and ideas, such as a visit from the Upfront Puppet Theatre to help us make animal masks for our summer production.

Endpoints:

By the end of Key stage 1, pupils will be able to design products based on design criteria and develop and communicate their ideas in different ways. They will be able to select a specific tool, material or technique for a specific purpose. Pupils will be able to evaluate products and make suggestions on how they can be improved.

By the end of the Key stage 2, pupils will be able to research and develop their own design criteria. They will be able to carefully plan out and explore different design ideas before commencing production. They will be able to use a wider range of tools accurately, select materials for specific purposes and be able to explain the reasons behind their choices using evidence from prior experiences. Pupils will also be able to critically analyse and evaluate their own products, and those made by others, against a set of design criteria. They will be able to suggest and make improvements to their products.

Differentiation
Differentiated activities across the school will take account of the children's differing needs and abilities to ensure all children have access to the curriculum at the appropriate standard. Children with special educational needs are supported to enable them to achieve the learning objective (see the Special Educational Needs Policy and the Equal Opportunities Policy for details).

Equal Opportunities
The Governing Body will ensure compliance with current legislation regarding Equal Opportunities. All pupils at Temple Sowerby CE Primary School will be given equal opportunities to access the Art and Design curriculum regardless of race, sex, religion, ethnic group, culture or ability (including more and less able pupils).

Assessment
Assessment is a vital tool to monitor children's progress, measure attainment and to inform future planning. Teachers are responsible for assessing and recording children's progress in the school's Design Technology assessment tracker. Teachers assess the standard of work against the key objectives for each year group and compare and moderate work to standards as displayed in the national curriculum. At the end of the academic year, children's assessments are passed on to the next teacher, if the children are moving classes.

Co-ordinator for Design Technology
The co-ordinator of Design Technology is responsible for monitoring the quality of resources available and to monitor and evaluate the quality and effectiveness of teaching throughout the school.