



**EVERY CHILD MATTERS ACADEMY TRUST**  
**WELLGATE PRIMARY SCHOOL**  
**Design and Technology Policy**

The terms Trust and School (and levels within e.g., governors and trustees) are interchangeable and apply to all schools within the Trust

## **1. Introduction**

This document is a statement of the aims, principles and strategies for teaching Design and Technology at Wellgate Primary School. All children in the school study Design and Technology through practical and challenging activities based initially on their immediate personal experiences and later on a broader range of contexts and materials and developing more sophisticated techniques and skills.

The subject calls for pupils to become independent and creative problem solvers, both as individuals and as members of a team. They must look for needs, wants and opportunities, responding to them by developing a range of design ideas for making products and systems. In their designing and making, pupils combine practical skills with and understanding of aesthetics, social and environmental issues, function and industrial practices. As they do this they reflect on, learn from and evaluate present and past design technology, and its uses and effects.

## **2. What is Design and Technology (D&T)?**

Design and Technology encourages children to think creatively whilst developing their skills and knowledge in design, structures, mechanisms, electrical controls and a wide range of materials, including textiles and food.

*'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 other's needs, wants and values. The subject encourages children to become creative problem solvers and thinkers, and to persevere when faced with challenges. 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.'* (DfE, 2013)



### 3. The aims of Design and Technology at Wellgate Primary School

- To provide a relevant, challenging and enjoyable curriculum for D&T for all pupils;
- To be able to use computing in conjunction with the Designing and Making process;
- To provide opportunities for pupils to experience designing, making and modifying;
- To enable pupils to use a variety of materials, including card, textiles, construction materials and food;
- To have the opportunity to develop a range of skills through focused practical tasks;
- To enable pupils to work with a range of products and in creative problem solving both as individuals and with others;
- To develop an ability to criticise constructively and evaluate their own products and those of others;
- To develop imaginative thinking in children and to enable them to talk about what they like and dislike when designing and making.

### 4. Expectations

We expect all children to progress in Design and Technology in a number of areas. Formative assessment is used to guide the progress of individual pupils. Teachers in their teaching mostly carry out this form of assessment informally. Formative assessment may take the form of either small group discussion in the context of a practical task, or individual discussions in which the children are encouraged to appraise their own work and respond to any feedback.

Teachers use their professional judgement to decide how well a pupil is performing at D&T. They will look at how well each pupil assimilates each skill, and how well they use these and their ability to evaluate, to complete the project or task. These judgements are then recorded in the assessment tracker for each project.

### 5. Strategies for recording and reporting

Records of progress in D&T are recorded for each child in the subject's assessment tracker, which is in line with other Foundation Subjects. The assessment tracker is divided into two sections, covering the skills and knowledge that the children will develop in their two projects. For each project, as well as the specific technical knowledge and skills, the different strands of the Design and Technology curriculum; *Designing, Making, Evaluating* are also evaluated and documented by the class teacher. A record of the children's D&T work is kept within their Design and Technology book which shows the progress and achievement within each project.



## **6. Special educational needs/inclusion/gifted and talented**

We teach D&T to all children, whoever they are and whatever their ability may be, as part of the school's teaching and learning policy to provide a broad and balanced education for all children. We provide quality learning opportunities to everyone no matter what gender, race, religion, nationality, or sexual orientation they are, and work is matched to the needs of each child whether they have learning difficulties or are gifted and talented.

## **7. Personal, social health and economic education (PSHEE)**

D&T contributes to the teaching of personal, social health and economic education. We encourage the children to develop a sense of responsibility in following safe procedures when making things. They also learn about health, healthy diets and the seasonality of ingredients. Their work encourages them to be responsible and to set targets to meet deadlines, and they also learn through their understanding of personal hygiene, how to prevent disease from spreading when working with food.

The teaching of D&T offers opportunities to support the social development of our children through the way we expect them to work together in lessons. Working collaboratively allows the children to work together to generate and develop ideas, make important on-going changes and improvements and allow them a chance to evaluate and discuss their feelings about their own work and that of others. The children develop respect for the abilities of other children and a better understanding of themselves. They also develop a respect for the environment, for their own health and safety and for that of others. This variety of experiences teaches children to value the opinions and work of others and to appreciate that all people are equally important, regardless of their ability.

## **8. Resources**

Teachers provide a range of good quality materials, tools and equipment. At Key Stage 1 pupils use a range of materials, food and items that can be assembled to make products. At Key Stage 2 pupils use a range of materials including stiff and flexible sheet materials, wood, food, electrical and mechanical components.

Basic materials such as scissors and glue are available in the classroom and other basic materials can be found in the stockroom. There are some more specific tools and equipment in the shower block which can be accessed at any time by an adult.

In KS2 the ICT suite and, or iPads will be used to aid design work and some of the control resources will be useful to complete some aspects of the curriculum.

## **9. Teaching Approaches**

D&T activities are taught in a variety of ways across the school, sometimes in blocks of taught time, as part of a topic, or in short skill-based activities. Appropriate units of work



have been planned and are checked against the statutory guidelines established from the National Curriculum. The scheme of work produced from this takes into account the topics covered, and the implementation of this takes into account the needs of the pupils in each class.

Class teachers are responsible for their own classroom organisation and teaching style in relation to D&T, while at the same time ensuring these compliment the overall aims and philosophy of the school. The learning task or activity and the resources being used will determine the organisation.

At Wellgate we use a variety of teaching and learning styles in D&T lessons. The chief aim is to develop children’s knowledge; skills and understanding in D&T. Teachers ensure that the children apply their knowledge and understanding when developing ideas, through carefully planned focus practical and investigative tasks. Planning and making products, and then evaluating them, is undertaken through the design and make process. In lessons, we give children the opportunity both to work on their own and to work collaboratively.

Excellence in D&T is celebrated in display and presentation including:

- Suitably mounted displays in classrooms and throughout the school
- Presentation and display of work in assemblies and other public occasions; such as themed days
- Enterprise projects and events
- Entries on the school blog

## 10. Health and safety

At Wellgate we consider the health and safety of all of our pupils to be of utmost importance; it is therefore an integral part of all our teaching including Design and Technology. We teach our children to follow proper procedures for food safety and hygiene. Teachers will always model high expectations of safety and teach the safe use of tools and equipment and insist on good practice. Children will be taught to safely return tools to the toolbox or D&T resource box when not in use.

<b>Reviewed By</b>	<b>A. Richardson &amp; M. Jarimba</b>	<b>Date</b>	<b>5.6.24</b>
<b>Endorsed By</b>		<b>Date</b>	
<b>Approved By</b>		<b>Date</b>	

**Next Review Date-**