



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 an 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 is the process of designing, making and evaluating products.

‘... is about inventing practical solutions to problems through imaginative thinking. Learners use a range of tools, materials, skills and techniques to explore, design and make products and systems that meet human needs. Working in stimulating contexts they engage in a continuous course of personal development, learning to use today's technologies so they can participate in developing tomorrow's.’

QCA

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 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 enable pupils to work with a range of products and in creative problem solving both as individuals and with 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.



By the **end of Key Stage 1**, the majority of pupils should be within the range levels 1 to 3. Most pupils are expected to achieve level 2.

By the **end of Key Stage 2**, the majority of pupils should be in the range of levels 3 to 5. Most pupils are expected to achieve level 3.

5 Strategies for recording and reporting

Records of progress in D&T kept for each child contain a termly record of progress in each attainment target, and a portfolio of work, dated and annotated with teacher comments, which show achievement and progress.

6 Special educational needs/inclusion/gifted and talented

We teach D&T to all children, whatever their ability, as part of the school's teaching and learning policy to provide a broad and balanced education for all children. We provide learning opportunities matched to the need of children with learning difficulties and also those who are More Able, and we take into account the targets set for individual children in their Individual Educational Plans (IEPs).

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 and healthy diets. 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, and give them a chance to discuss their feelings about their own work and the work 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 them 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, including textiles, 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, textiles, wood, food, electrical and mechanical components.

The majority of materials and equipment are organised into D&T boxes and are stored in classrooms. Tools, equipment and consumables required in order to teach the units of work, are checked each year and replaced as necessary.



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 using the QCA scheme of work; units of work have been amended to meet the needs of pupils and topics.

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. However, VAK and ICT, including Interactive Whiteboards, will be utilised whenever appropriate.

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. Within a lesson, 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

10 Health and safety

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

Reviewed By	V.Rich	Date	1/12/17
Endorsed By	J. Gillott	Date	15/03/19
Approved By	C. Egginton	Date	15/03/19

Next Review Date- March 2022