



LONG SUTTON COUNTY PRIMARY SCHOOL DESIGN AND TECHNOLOGY POLICY

Introduction

This policy outlines the teaching, organisation and management of DT taught and learnt at Long Sutton County Primary School. We believe that DT 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 autonomous 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. Practical skills are combined 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 impacts.

This policy relates to children in Key Stage 1 and 2. Children in the Foundation Stage will follow the Early Learning Goals which can be found in the EYFS policy. This document is intended for all teaching staff and non-teaching staff, the school Governors, parents, inspection teams and LEA.

Our Aims

The national curriculum for DT aims to ensure that all pupils:

- Develop imaginative thinking, enabling them to talk about what they like and dislike when designing and making.
- Talk about how things work, and to draw and model their ideas.
- Develop their capability to create high quality products through combining their designing and making skills with knowledge and understanding.
- Are encouraged to select appropriate tools and techniques for making a product, whilst following safe procedures.
- Use and explore a range of materials, resources and equipment.
- Explore attitudes towards the made world and how we live and work within it.
- Develop an understanding of technological processes, products and their manufacture and their contribution to our society.
- Use the internet or ICT programs to explore ideas and already made products.
- Foster enjoyment, satisfaction and purpose in designing and making.
- Apply the principles of nutrition and healthy eating.

Curriculum Entitlement

DT is a foundation subject in the National Curriculum and it will be taught as part of a topic-based curriculum. The teaching of DT will depend on the topic, each half term, for different year groups. DT skills and objectives are split into the following areas: Design, Make, Evaluate and Technical Knowledge. It is expected during each topic, aspects of all of these areas are covered. DT will usually be taught for an hour a week during the half terms that it is a focus in the topic, but timings are flexible as long as all objectives are covered throughout the year. A cooking lesson should take place at least three times a year to ensure coverage of skills.

Pupils in Key Stage one should be taught to:

Design

- design purposeful, functional, appealing products for themselves and other users based on design criteria

- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria

Technical knowledge

- build structures, exploring how they can be made stronger, stiffer and more stable
- explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

Pupils in Key Stage Two should be taught to:

Design

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world

Technical knowledge

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- apply their understanding of computing to program, monitor and control their products.

When cooking, children should be taught to:

Key stage 1

- use the basic principles of a healthy and varied diet to prepare dishes
- understand where food comes from.

Key stage 2

- understand and apply the principles of a healthy and varied diet
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

Special Educational Needs

All children are entitled to access the DT curriculum at a level appropriate to their needs. Thus, differentiated work is maintained to allow for all children to work at their appropriate level. If a child has a special need, our school does all it can to meet their individual needs. We comply with the requirements set out in the SEN Code of Practice in providing for children with special needs.

Resources

The school has a varied selection of DT resources available and they include materials, tools and appropriate equipment to enable the skills to be taught. Any additional or specific resources required should be ordered by the DT leader once class/team leaders have made the leader aware on a termly basis prior to the undertaking of the topic. DT resources are kept in the DT cupboard for which the key will be kept in the office. Cooking resources are kept in the labelled cupboards in the studio and it is the responsibility of the class teacher/TA to ensure this equipment is returned clean and in to the correct place after each cooking session. Food orders for cooking must be made prior to the weekly shop order being placed by the office staff.

Assessment and Recording

Each class teacher is responsible for the recording, assessing and reporting the progress of each child in their class. Children's work is kept in their topic book, and teacher assessments are mainly formative with assessment for learning taking place. Teacher assessment is based on observation, discussion and marking of the child's work (in line with the school's Marking and Feedback Policy). Reporting to parents occurs through twice yearly meetings.

Review

The Headteacher, Subject Leader and Governing Body will review this policy every two years in consultation with staff.

Written – May 2017

Review – May 2019

Mrs ML Lee
DT Subject Leader