

**LYDIARD MILLICENT CE PRIMARY &
RIDGEWAY FARM CE ACADEMY**

DESIGN & TECHNOLOGY POLICY

Member of staff responsible	Grainne Jones
Committee responsible	Performance Committee
Date agreed with staff	February 2018
Date discussed with pupils	n/a
Date agreed at Committee	February 2018
Date approved at Governing Body	March 2018
Frequency of policy review	Triennial
Date next review due	March 2021
Statutory Policy	No
Review Level	None

Document Version Control

Issue Number	Issue Date	Summary of changes
1.0	27-02-08	Front cover
1.1	18-02-08	Minor amendments
1.2	20-05-11	Amendment regarding key skills
1.3	19-05-14	Amendment regarding organisation of DT and the new national curriculum
1.4	19-0-.17	Amended to include both sites and new curriculum coverage.
1.5	18-2-18	Assessment of DT amended to monitoring of coverage of key skills Updated topic coverage from current whole school topics

Lydiard Millicent CE Primary & Ridgeway Farm CE Academy

Design and Technology Policy

Design and technology is about making things that people want and that work well. Creating these things is hugely exciting: it is an inventive, fun activity.

James Dyson
Chairman, Dyson Ltd.

Tell me and I forget - show me and I may remember - let me do it, and I learn. Learning through making works.

Prue Leith
Leith's School of Food and Wine

Rationale

"How wonderful to be able to equip children with the experience of feeling that they have changed things, that their ideas have been brought to reality, and the reality makes a change occur. What better way of instilling that self-confidence in oneself than to create the experience that 'I have made something work and that something makes a difference'. To put children 'in control' must in itself be the greatest motivator and builder of self-confidence." Steven Brady: Pewsey Primary School 1996

At Lydiard Millicent CE Primary and Ridgeway Farm CE Academy, we aim for our children to produce practical solutions to real problems, through the teaching of technical understanding, design methods and making skills and by investigating their environment and the materials around them. This will help them prepare for living and working in a technological world.

Aims

- To maintain and develop the confidence and ability of all children to solve technological problems
- To help develop the social skills necessary to work as a team, as well as the ability to work independently when the situation demands
- To provide a skills developing approach focusing on the three key elements of Materials, Mechanisms and Safety by incorporating:
 1. product evaluation and investigation
 2. focused practical tasks
 3. processes of designing and making
- To stimulate curiosity, imagination, creativity and develop the ability to operate effectively in a technological world.
- To develop an appreciation that the evaluation of products leads to learning opportunities.

- Develop creativity and aesthetic awareness.
- Develop lively, enquiring minds, the ability to question and argue rationally and to apply one both mentally and physically.

Organisation of Design and Technology

All New National Curriculum requirements are being met in teaching Design and Technology.

The following table shows an example of how Design and Technology has been implemented across the school (please be mindful that as we have adopted a skills based, creative curriculum the unit taught year on year per year group will change in accordance with the Topic taught. However, the same key skills will apply.) This curriculum map is **an example** of topics taught previously and will change new topics are introduced.

	Autumn	Spring	Summer
R	Construction play Making pets from reclaimed materials	Construction play Three Little Pigs houses Textiles - Three bear's blanket	Construction play Playground equipment
1	Sliders and levers and to make moving Christmas cards.	Structures- bird feeders	Making a fruit salad
2	Food technology - baking bread	Structures (wheelbarrows) - moving wheels with axles	Textiles - sewing cushions
3	Catapults- levers and pulleys	Textiles Making dolls clothes	Food technology- cooking with local produce
4	Structures-Design and build your own Roman building - focus on strengthening techniques	Sewing techniques and creating puppets	Cooking/ nutrition - compare a modern diet to an early 20 th century diet. Savoury foods.
5	Food technology-Designing and making a salad inspired by the traditional Greek salad	Building mechanisms which incorporate gears, pulleys and levers	Textiles- making animal doorstops
6	Food technology- creating a Mayan inspired dish	Structures- to design, make and evaluate an Anglo Saxon style house.	Flour babies- sewing and design

The children undertake design and technology activities, in general terms, for fifty minutes per week rotated per term with Art. Occasionally, with more demanding activities, whole afternoon sessions are used. Design and Technology teaching involves a combination of whole class, group and individual work. The learning opportunities can be divided into five main areas.

- Design
- Make
- Evaluate
- Use technical knowledge
- Cooking and nutrition

Effective Teaching and Learning in Design and Technology

A progression of key skills has been devised in line with the new curriculum using the Chris Quigley Essentials programme across the school to ensure that children achieve the objectives set out in this policy. Whilst the Curriculum mapping sets out units for study, the key skills in DT provide flexibility for teachers to plan Design and Make activities that support their topics. This ensures the skills, which their children must have acquired by the end of the unit, are taught. The Projects on a Page DT scheme also provides general guidelines for progression through the school.

Effective teaching occurs because activities are differentiated and matched to the learning styles and levels of understanding of the children within an individual class. Class teacher's medium term planning takes account of their children's needs, the progression through the key skills and their starting knowledge of the topic. The progression of key skills allows teachers to see the journey their children have previously made, the level they need to work at, and the next stage in their journey. Accurate assessment of key skills is therefore vital for planning and teaching to be effective in addressing the needs of the class and develop their design and technology skills further.

Design Technology is made accessible to children and supports all individuals to achieve their full potential. This is achieved by using a range of activities which incorporate the children's preferred learning style. To this end, planning for each year group includes opportunities for visual, auditory and kinesthetic activities within meaningful contexts.

Health and Safety

Food Hygiene

- Pupils and staff working with food must wear aprons designated for cooking.
- Painting equipment must not be washed up or used in food preparation sinks. This area is only to be used for preparation of food and washing up.
- All jewellery should be removed and hair tied back.

Glue Guns

- Glue guns should only be used by an adult/teacher in Key Stage One.
- Key Stage 2 children should use cool glue guns under supervision in a designated work area wearing safety goggles.

Craft knives

- Craft knives, quick cutters and rotary cutters should only be used by an adult/teacher in Key Stage One.
- Key Stage Two children may use cutting equipment under supervision, using a cutting mat and wearing safety goggles.

Sawing

- Bench hooks and clamps must be used when sawing any material.
- Safety goggles must be worn and any loose items of clothing/hair must be tucked in.

Assessment of Design and Technology

Design and technology is a subject that relies upon both written and practical work and so assessment of Design and Technology reflects this. Class teachers use their ongoing observations as well as the children's design sheets to assess each child against the key skills. The children's experiences and progress will be documented in their written annual report.

Each class teacher gathers photographic evidence of the class's progress throughout a unit. Photographic evidence is stored electronically so that it can be accessed by the member of staff responsible, as well as the class's next class teacher.

Standards in Design and Technology

Assessment of Design and Technology leads directly to the subject lead making decisions regarding standards across each of the year groups.

Termly, the subject lead requests confirmation of coverage of key skills based on Chris Quigley milestones. Annually, this information is then used to audit Design and Technology along with other evidence gained throughout the year (including the monitoring of planning, governor observations and comments, monitoring of skills covered, reviewing children's design sheets and other evidence of Design and Technology work undertaken, curriculum walks, talking to colleagues and interviewing children).

This influences decisions, which are made on the following areas:

- Training that has been given or undertaken.
- Evaluating standards of Design and Technology with evidence.
- Subject strengths, justified with evidence.
- Subject weaknesses related to monitoring and observations.
- Release time received and the impact that it has made upon standards in Design and Technology.
- Evaluating governor links, time spent in monitoring the subject and supporting the subject lead.
- Future School Development targets for Design and Technology based upon evidence collected through the audit process.

Such a thorough process ensures that the subject lead fully understands the position of Design and Technology within the school. It shows what is working well and also provides a clear focus for how standards can be challenged and raised further.

Gifted and Talented

In using the progression of key skills, teachers are supported in recognising children who have exceptional ability within Design and Technology. Children with such ability are placed on the Gifted and Talented Register and plans take account of their needs. The subject leader works with class teachers to ensure that their planning remains challenging by identifying further skill development to work towards. Links with KS3 may also be made to provide extra support.

Resources

A regular audit of resources is undertaken by the member of staff responsible. Resources are purchased to impact upon standards, to support teaching and to expand topic areas. All resources, both consumable and non-consumable are located in the DT room, off the main reception area. It is the responsibility of each class teacher to collect resources and then return them after use. If any resources become broken during use, the subject lead needs to be informed as soon as possible.