



Design Technology Policy 2023 - 2024 St. Michael in the Hamlet Primary School

Intent

At St Michael in the Hamlet School, it is our intent for Design and Technology to prepare children to take part in the development of tomorrow's rapidly changing world. Through a variety of creative and practical activities, children are taught the knowledge, understanding and skills needed to engage in a process of designing and making, whilst drawing on subjects such as mathematics, science, engineering, computing and art.

We will offer children the chance to develop creative and critical thinking and encourage them to make positive changes to their quality of life. We will encourage children to become autonomous and creative problem-solvers, both individually and as part of a team. Children will learn how to take risks, becoming increasingly resourceful, innovative, enterprising and capable members of our community, who can reflect on and evaluate present and past design and technology, its uses and its impacts.

We intend to:

- develop imaginative thinking in children and to enable them to talk about what they like and dislike when designing and making;
- enable children to talk about how things work and to draw, model and write about their ideas;
- encourage children to select appropriate tools and techniques for making a product, whilst following safe procedures;
- encourage children to use the correct vocabulary and terminology when designing, making and evaluating their products;
- explore attitudes towards the 'made' world and how we live and work within it;
- develop an understanding of technological processes, products and their manufacture, as well as their contribution to our society;
- foster enjoyment, satisfaction and purpose in designing and making.

Implementation

Early Years

We believe that the Early Years Foundation Stage is crucial in securing the solid foundations that children are going to build upon. We believe that all children deserve to be valued as individuals and we are passionate in encouraging all children to achieve their full, unique potential. With this in mind, we begin each year by looking at the individual needs and interests of our children, taking into account their different starting points. We work together to develop and carry out our flexible EYFS Curriculum, taking account of the Prime and Specific Areas of Learning. This enables children to follow their learning journey from a point that is suitable to their unique needs and stage of development, supporting them to develop into independent learners with curiosity, a thirst for knowledge and a desire to learn.

We are

Safe, Motivational, Inclusive, a Team and Happy



In EYFS, DT skills are mainly developed through the 'Expressive Arts and Design' and 'Physical Development' Areas of Learning. The children are given a variety of experiences involving different media and materials and are taught to use a selection of tools correctly and safely. They are then encouraged to explore what they have learned within the setting.

Key Stage One & Two

The school has recently adopted the PlanBee Curriculum Pack resources to support the planning and teaching of Design Technology within Key Stages 1 and 2. Within this scheme, the school uses a variety of teaching and learning styles in design and technology lessons. The principal aim is to develop children's knowledge, skills and understanding in design and technology. Teachers ensure that the children apply their knowledge and understanding when developing ideas, planning and making products and then evaluating them. We do this through a mixture of whole class teaching and individual/group activities. Within lessons, we give children the opportunity both to work on their own and to collaborate with others, listening to other children's ideas and treating these with respect.

Children critically evaluate existing products, their own work and that of others. They have the opportunity to use a wide range of materials and resources, including ICT. In all classes there are children of differing ability. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- Setting common tasks that are open-ended and can have a variety of results;
- Setting tasks of varying difficulty, enabling all children to work to their full potential;
- Grouping children as appropriate to the task;
- Providing a range of challenges using different resources;
- Using additional adults to support the work of individual children or small groups;
- Relating the designing and making process to other areas of the curriculum (particularly English, Maths and Science) and to everyday life.

Activities in design and technology are planned so that they build upon the prior learning of the children. We give children of all abilities the opportunity to develop their skills, knowledge and understanding so that the children are increasingly challenged as they move through the school.

Equal Opportunities and Additional Needs

Teachers ensure that children have access to the range of Design & Technology activities and use opportunities within Design & Technology to promote diversity and challenge stereotypes. Children are encouraged and supported to develop their Design & Technology capability using a range of materials. Teachers scaffold activities within Design & Technology to ensure that the specific needs of individual children are best met.

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Resources

Our school has a wide range of resources to support the teaching of design and technology across the school. Resources for teaching design technology are kept in the Junior Staffroom (Construction) and Loft (Food and Nutrition & Textiles) areas. We also purchase/order new resources as and when teachers require them.

Impact

We gauge the impact of our Design and Technology curriculum in a variety of ways. Assessment of children's work and progress is ongoing by the class teacher; this includes observation of pupils working, discussions, appropriate questioning and evaluation of any recorded work produced. A large proportion of assessment is involved with practical application and language development involving discussion, description and explanation skills. Evidence may be seen in books, 2-D displays, 3-D models and photographs of children's work. Feedback is most often provided to pupils verbally to ensure they can make improvements to their work and move their learning on. This all informs future planning and provides information for a pupil's records, parent discussions and annual reports.

We monitor the teaching of the subject via discussions between the subject lead and teaching colleagues, learning walks, photographs and class displays, book scrutiny, and through class visits. The work of the subject leader also involves supporting colleagues in the teaching of DT and being informed about current developments in the subject.

Reviewed: Oct 2023

Next review due: Oct 2024

