



Glen Hills Primary School Design and Technology Policy

This policy is intended for all teaching and non-teaching staff, governors, parents and other interested parties.

AIMS AND INTENTIONS

At Glen Hills Primary School, we aim to provide all children with a curriculum which prepares them for life beyond primary education. We encourage children to use their creativity and imagination, to design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values.

All teaching of DT follows the design, make and evaluate cycle. The design process should be rooted in real life, relevant contexts to give meaning to learning. They are given the opportunity to research current designers, how their products are manufactured, understand tools and techniques used in different industries and how to apply cooking skills in all cooking. While making, children are given choice and a range of tools to choose freely from. To evaluate, children are able to evaluate their own products against a design criterion.

- Pupils gain a knowledge and understanding of materials, components and structures by working in the five areas of Cooking and Nutrition, Mechanisms, Structure, Textiles and Electrical Systems.
- Pupils use focused practical tasks to develop skills and knowledge.
- Pupils have the opportunity to investigate, disassemble and evaluate a range of simple everyday products.
- Pupils are helped to gain confidence in their original ideas by learning that modification and improvement are part of the process involved in designing and carrying out a project. They are then encouraged to feel a sense of achievement in the finishing of a product.
- Children learn health, hygiene and safety rules and guidelines as part of every project.
- Children develop an understanding of technological processes, the manufacture of products and their contribution to our society.

Through these aims our children will have clear enjoyment and confidence in design and technology that they will then apply to other areas of the curriculum; therefore will ultimately know more, remember more and understand more about Design Technology, and as designers, children will develop skills and attributes they can use beyond school and into adulthood.

KNOWLEDGE AND UNDERSTANDING

All pupils are encouraged to:

- Generate ideas through discussion and experimentation.
- Extend knowledge and understanding of a wide range of materials, including construction kits, textiles, food, wood, plastic, metals and reclaimed/junk materials.
- Work within groups and as individuals.
- Make use of drawings and models to communicate their ideas.
- Evaluate their work and identify strengths and weaknesses in a positive way.
- Experiment with simple components, mechanisms and structures.
- Learn about health and safety aspects when working with a variety of materials and tools.
- Consider risk to themselves and to others and build up a knowledge and understanding of the dangers inherent in certain products and tools.
- Experience design technology through off-site visits, where practicable, in order to see technology used in a real environment.

EQUAL OPPORTUNITIES AND SPECIAL NEEDS

All pupils will work within the full range of activities set up by the class teacher as contained in the programmes of study.

They will all participate in group work. Boys and girls will be encouraged to participate as equals in every possible way.

All pupils whatever their ability, religion or cultural background will be given the opportunity to explore all areas of the curriculum.

If an activity is unsuitable or inappropriate, then an alternative one will be provided so that the child is not held back or restricted in any way. Specialist equipment or extra classroom assistance will be provided if a child's special need demands.

More or very able children with a particular talent, may need specialist equipment or extra classroom assistance in order to achieve their extra potential.

PLANNING

Planning is the responsibility of the class teacher. The planning contains suggested activities and skills to ensure progression and continuity throughout the school.

In planning, the delivery of the curriculum will be differentiated to allow for pupils of all abilities.

The planning should follow three main sections, with technical knowledge running throughout:

1. Design
2. Make

3. Evaluate

CROSS-CURRICULAR LINKS

Design Technology provides opportunities for work in other curriculum areas such as Science, Maths, Information Technology, English, Art, History and Geography. For example, scientific knowledge and skills will be used in testing materials for suitability and artistic skills will be used in designing the finished appearance of a product.

MULTI-CULTURAL EDUCATION

Design Technology can be a useful medium through which to explore customs and values of people throughout the world. The subject can enable children to understand and respect products of other cultures. It can be used in illustrating or bringing to life elements of religious or cultural diversity while always taking care that the products and processes are acceptable to people of all faiths.

ASSESSMENT AND REPORTING

Teachers will use the D&T Symphony Assessment System (SAS grids) statements to assess annual progress and achievements. Data will be imputed on OTrack and the D&T co-ordinator will then analyse these and this is used to inform additional training, CPD and so on.

Policy	<i>Design and Technology Policy</i>
Reviewing Committee	<i>Full Governors</i>
Last Reviewed	<i>01/12/21</i>
Ratified by Governing Body	<i>Head Teacher</i>