

Our Design & Technology Policy is very much a reflection of our Mission Statement.
As our Mission Statement says: Living, Loving and Learning through Christ'

Living – We provide a safe environment where children are inspired to achieve their true potential.

Loving – We learn how to love Jesus and each other. We follow His example by showing kindness and respect to everyone. We see potential in all.

Learning - We educate and nurture all to meet the demands of the changing world with Love, Peace and Respect.

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values.

They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

Curriculum.

Expressive Arts and Design and Technology is an aspect that can be found in the Early Years Foundation Stage Curriculum. Designing and making is one of the aspects of Expressive Arts and Design, where by the end of Reception, children should be able to use what they have learnt about media and materials in original ways, thinking about their uses and purposes. They can also represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Children are encouraged to build with a wide range of objects, selecting appropriate resources and adapting their work where necessary.

The National Curriculum for Design and Technology aims to ensure that all pupils:

- ✓ Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- ✓ Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- ✓ Critique, evaluate and test their ideas and products and the work of others
- ✓ Understand and apply the principles of nutrition and learn how to cook.
- ✓ Cooking and nutrition

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts such as the home, school, leisure, culture, enterprise, industry and the wider environment.

To achieve our aims, we ensure that the planned activities our children undertake are challenging, motivating, relevant and enjoyable. We give children confidence in their work by providing continual support and encouragement. The children are extended in their work in a way that develops their expertise. The children are provided with the very best resources possible.

Marking and Assessment

Teachers of design and technology will use the school Marking Policy and Assessment Policy. We:

- ✓ Allow for different learning styles and ensure that pupils are given the chance and encouragement to demonstrate their competence and attainment through appropriate means
- ✓ Make sure our approach to marking and assessment is familiar to the pupils and the children have been adequately prepared for our assessment methods

- ✓ Use materials which are free from discrimination and stereotyping in any form
- ✓ Provide clear and unambiguous feedback to pupils to aid further learning

Equal Opportunities

We strive to provide equality of opportunity, as defined in our Equal Opportunities Policy. To achieve this goal we always aim to:

- Ensure that boys and girls are able to participate in the same curriculum
- Take account of the interests and concerns of boys and girls by using a range of activities and contexts for work and allowing a variety of interpretations and outcomes
- Avoid gender stereotyping when organising pupils into groups, assigning them to activities, or arranging access to equipment
- Take account of pupils' specific religious or cultural beliefs relating to the representation of ideas or experiences or to the use of particular types of equipment
- Equality of opportunity is a fundamental right that must be allowed to all pupils regardless of race, culture, gender, or special educational needs.

Special Educational Needs and Disability

To overcome any potential barriers to learning in design and technology, some pupils may require:

- Alternative tasks to overcome any difficulties arising from specific religious beliefs they may hold in relation to the ideas or experiences they are expected to represent
- Alternative or adapted activities to overcome difficulties with manipulating tools, equipment or materials
- Specific support to enable them to engage in certain practical activities, opportunities to communicate through means other than writing or drawing, and help to record or translate their design ideas into a drawing
- Opportunities to work in ways that avoid contact with materials to which they may be allergic
- Time and opportunity to use non-visual means to gain understanding about and to evaluate different products and to use this information to generate ideas
- More time than others to complete the range of work

(See also our Special Educational Needs & Disability Policy.)

Resources

The responsibility for maintaining an adequate supply of resources rests with the coordinator. Many of the resources will be stored centrally but basic and regularly used items may be available in each area.

It is important to ensure that any equipment kept in a classroom is stored securely. The effective management of these resources, whilst ultimately the responsibility of the coordinator, is also the responsibility of each teacher using them.

The needs of children with Special Educational Needs and or Disabilities, and those with a greater need for the development of fine motor control skills, will be met within the Art Policy, Schemes of Work and whole school aims. Activities undertaken are matched to each individual's needs.

Evaluation

Evaluation is ongoing throughout the school and discussed and reviewed annually. The staff work together to consider any necessary changes or adaptations to the policy. These are then discussed and agreed by the whole staff before the policy document is amended. Throughout the year the whole staff are encouraged to feedback any information and ideas, for example comments on how a particular topic is progressing and the work that children are undertaking, availability and suitability of resources etc.

Health and Safety

The safety of the children is the responsibility of the class teacher. The children are made aware of the safe use and correct procedure involved when using tools and equipment in a learning environment and how to follow proper procedures for food safety and hygiene. The children are made aware of the need to be

Careful and to understand that their actions can affect others. The children build up a range of skills when using equipment to reduce unnecessary risk. All staff, including helpers, are made aware of food safety procedures when working with food to minimise any risks. The children wear protective clothing if necessary.

It is the responsibility of the coordinator to pass on any relevant Health and Safety information to all staff who teach DT.

It is the individual member of staff's responsibility to ensure that they have read and understood the information passed on to them and act on this information accordingly.

When working with tools, equipment and materials in practical activities and in different environments, including those that are unfamiliar, pupils should be taught to:

- Recognise hazards, assess consequent risks and take steps to control the risks to themselves and others
- Use information to assess the immediate and cumulative risks
- Manage their environment to ensure the health and safety of themselves and others
- Explain the steps they take to control risks
- Pupils should be encouraged to:
 - Keep their working area clean and tidy
 - Put equipment away tidily after use

Furthermore it is necessary to ensure that all tools and equipment are:

- Used with permission
- Used correctly
- Used safely
- Appropriate for the task in hand

For further Health and Safety information, please see policy.

Agreed By Governors: March 2021

Presented to staff: March 2021

Signed by Chair of

Teaching & learning
committee_____

Date_____

Signed by Head teacher_____ Date_____

Review date: Spring 2023