

Hedon Primary School
Design and Technology Policy

Approved by committee 24th November 2020

Approved by full governors 5th January 2021

Reviewed

This policy will be reviewed every 2 years unless significant changes current or a situation requires a specific response.

We value the teaching and learning in Design Technology at Hedon Primary School because it:

- Can stimulate creativity and promote imagination.
- Provides a stimulating learning environment where children's work is celebrated.
- Provides children with the opportunity to communicate what we see and feel through a variety of materials, textures, colours and patterns.
- Provides visual, tactile and sensory experiences that are important to help all children gain an insight into the world around them.
- Can give children confidence and a chance to produce something without failure, something that is personal to them.
- Can enrich all other areas of the curriculum by adding a practical approach to learning.
- Allows children to become aesthetically aware of their surroundings and can be involved in how they look.
- Allows children to learn to make informed judgements and practical decisions. They learn how Design Technology has influenced the way in which people live and how it communicates different periods of history and is a means of learning about different cultures.

Aims

- To ensure all staff, children, parents/carers and Governors are aware of the aims for learning and teaching in Design Technology.
- To promote a confident, positive attitude towards the learning and use of Design Technology making it an enjoyable experience.
- To enable the children to be able to observe, use first-hand experience and have the confidence to create their own ideas.
- To develop children's ability by using a range of materials, tools, and techniques within Design Technology lessons.
- To foster an enjoyment and appreciation of Design Technology, both looking at their own work and the work of others.
- To increase the children's knowledge of artists, craftspeople and designers who have influenced work in this area from a range of cultures and time periods.
- To help children gain a critical awareness of Design Technology's place within different periods and cultures.
- To develop an enjoyment of Design Technology and see themselves as designers.
- To be able to express their own ideas, through Design Technology and give meaning to the world around them.
- To be able to use a range of materials, tools and techniques at a comfortable level for them.
- To be able to be critical in evaluating their own and other people's work, giving an opinion on what they think might improve the piece of work.
- To develop an awareness of how Design Technology relates to other curriculum areas and the influence it has upon the world in which we live.

- For Parents and Carers to be understanding and supportive of our aims in learning and teaching Design Technology and to support their children with any Design Technology that they may undertake at home.

Organisation/Procedures

In the EYFS Design Technology knowledge and skills are taught and developed through continuous provision using the Expressive Arts and Designs aspects from Development Matters as well as the Characteristics of Effective Learning.

In the EYFS classroom there are many areas that lend themselves directly to Design Technology where children can design, construct and evaluate. These include the outdoor area, a woodwork area; where children have access to real tools, the creative area, as well as deconstructive role play and construction. This list is not exhaustive and children are encouraged to work with others to test and explore materials, evaluate structures, tools and joining techniques. Throughout EYFS, KS1-KS2 a progression document in skills based Design Technology curriculum has been created and is followed as a whole school approach.

In KS1 and KS2 we follow the National Curriculum and Design Technology is taught, where appropriate, as part of cross curricular theme or as a discrete lesson. A range of different styles and techniques are taught and children are given opportunities to look at the work of famous designers/artists and to recreate these works and interpret in their own way. Children are taught the basic skills necessary to develop/enhance their fine motor work i.e. cutting, building, drawing, printing, collage, clay, sculpting, sewing etc. Children are able to use their observation skills as part of their learning. They are given opportunities to develop their own ideas in Design Technology using a variety of materials and tools. Children are shown different techniques they can use to develop their knowledge of the subject.

In KS1 Children are given ample opportunities to develop the skills necessary to enhance their knowledge of Design Technology. They are taught the basics of using scissors, glue, split pins, joins, computers, cameras and cooking equipment. They are taught the language of Design Technology and different ways of using the same equipment.

Children in KS2 are able to consolidate their learning by using the techniques that they were shown in KS1. They are also given the opportunity to be able to use a wide range of resources. Children at both KS1/KS2 are able to self-assess. They have to evaluate their own work and discuss through what they think worked well and what they could improve. Opportunities are used to encourage children to use their creative knowledge over all areas. Design Technology can help provide meaning to all other subjects within the curriculum. Design Technology is a way of providing opportunities to develop fine-motor skills, observational skills, and concentration. Design Technology can be linked to all other areas and gives a practical approach to learning.

Resources

Design Technology encompasses a wide range of resources within the school, giving children the chance to experience an extended variety of Design Technology styles, opportunities to work with different equipment, tools, materials and textures and gain an insight into the work of famous designers. (examples of their work) General resources include: different sized/types of paper, backing paper and boarders, card, paint, clay, wire etc. are kept. Paint brushes, glue, pencils, scissors felt pens etc. are stored centrally. Cooking resources are available for pupils to use. Class kits are available and include ring burners, pots and pans, basic kitchen utensils, bowls, spoons, measuring scales and jugs. Knives are stored securely in a locked container.

Hedon Primary School aims to involve parents/carers in their children's learning as much as possible and gives teacher's class the opportunity to show the parents good work through class assemblies and good work assemblies.

Assessment

Assessment in Design Technology from EYFS and Years 1-6 will be undertaken, recorded by class teachers and reported to parents on a yearly basis. In the EYFS the end of year progress in Design Technology is reported to parents in the Early Years Foundations Stage Profile (EYFSP) through the Expressive Arts and Design aspect. Assessments are used diagnostically by teachers to evaluate learning and inform teaching and by teachers and senior leaders within the Accountability Process to evaluate individual and groups of children's standards and achievements and provision and to inform future provision and school development. Assessment in Design Technology will be about personal progress and development of knowledge and skills involved alongside the finish of the product.

Inclusion/Equal Opportunities

Inclusive practice in Design Technology should enable all children to achieve their best possible standard; whatever their ability, and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation in, or progress in their learning. The constant monitoring of children's progress throughout the school will highlight children who are particularly able in certain subjects or need additional support. Class Teachers will address the needs of these children in their classroom by careful grouping of children and setting open-ended investigational work which a child can develop as far as their abilities allow.

The safety of our pupils is of paramount importance and to this end all staff will ensure that health and safety regulations, rules, routines and procedures are being applied effectively by both staff and pupils. Pupils will be taught to use the correct tools, equipment and materials appropriate for the task to be undertaken. Appropriate risk assessments will be made, to identify and minimise possible risks and ensure a safe working environment.

Monitoring and Review

The Head Teacher and the joint Design Technology Subject Leader will monitor the effectiveness of this policy on a regular basis. The Head teacher and Design Technology Subject Leader will report to the governing body on the effectiveness of curriculum.