

Hedon Primary School
Design and Technology Policy

Approved by committee 24th Novemebr 2020

Approved by full governors 5th January 2021

Reviewed 2md March 2023

Reviewed every 2 years unless policy changes.

We value the teaching and learning in DT 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 DT 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 DT.
- To promote a confident, positive attitude towards the learning and use of DT 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 DT lessons.
- To foster an enjoyment and appreciation of DT, 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 DTs place within different periods and cultures.
- To develop an enjoyment of DT and see themselves as designers.
- To be able to express their own ideas, through DT 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 DT 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 DT and to support their children with any DT that they may undertake at home.

Organisation/Procedures

In the EYFS DT 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 DT 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 DT curriculum has been created and is followed as a whole school approach. Hedon Primary school is also a member of the D&T Association.

In KS1 and KS2 we follow the National Curriculum and DT 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, 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 DT 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 DT. They are taught the basics of using scissors, glue, split pins, joins, computers, cameras and cooking equipment. They are taught the language of DT 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 what they think worked well and what they could improve. Opportunities are used to encourage children to use their creative knowledge over all areas. DT can help provide meaning to all other subjects within the curriculum. DT is a way of providing opportunities to develop fine-motor skills, observational skills, and concentration. DT can be linked to all other areas and gives a practical approach to learning.

Resources

DT encompasses a wide range of resources within the school, giving children the chance to experience an extended variety of DT 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, paint brushes, glue, pencils, scissors, felt pens etc, these are stored centrally or found in individual classrooms. 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 within our staff facilities and brought out as needed.

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

Assessment

Assessment in DT from EYFS and Years 1-6 will be undertaken and recorded by class teachers and reported to parents on a termly basis. In the EYFS the end of year progress in DT 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 DT will be about personal progress and development of knowledge and skills involved rather than how good a piece of work is.

Inclusion/Equal Opportunities

Inclusive practice in DT 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. More Able Pupils, as with Special Educational needs, the constant monitoring of children's progress throughout the school will highlight children who are particularly able in certain subjects. 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 DT Subject Leaders will monitor the effectiveness of this policy on a regular basis. The Head teacher and DT Subject Leaders will report to the governing body on the effectiveness of curriculum.