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| ***C:\Users\A2702309\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.Outlook\GGRMF5WU\Logo 2.png*Wigley Primary School** | **Policy No:**  **C4** | Revision No: | 5 |
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FEDERATION OF PENNY ACRES AND WIGLEY PRIMARY SCHOOL

DESIGN AND TECHNOLOGY POLICY

**Design and Technology Policy**

This policy is a statement of the aims, objectives, principles and strategies for the teaching and learning etc of Design and Technology for the Federation of Penny Acres and Wigley Primary Schools.

**1 Aims and objectives (Purpose of study)**

1.1 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.

1.2 **Aims**

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.
* In KS2 pupils to understand where and how ingredients are grown, reared, caught and processed relevant to savoury dishes.

**Attainment targets.** By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

**2 Teaching and learning style**

2.1 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 computing.

2.2 In both the key stage 1 and key stage 2 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, some of which are open-ended and can have a variety of results;
* setting tasks of increasing difficulty where not all children complete all tasks;
* sometimes grouping children by ability and setting different tasks for each group;
* providing a range of challenges through the provision of different resources;
* using additional adults to support the work of individual children or small groups.

**3 Design and technology curriculum planning**

3.1 Both Penny Acres and Wigley Primary Schools use the National Curriculum of study and ideas generated during staff discussion, as the basis for curriculum planning.

3.2 We carry out the curriculum planning in design and technology in three phases: long-term, medium-term and short-term. The long-term plan maps out the projects to be covered during the year and eventually a four-year rotation plan will emerge. The medium-term plan maps out the projects covered in each term during the key stage. Where appropriate, design and technology links to each terms topic and is often blocked. As a consequence of this way of working, it may be the case that design and technology is not taught every term. The short-term plan shows what is to be covered in each lesson. The design and technology subject leader works this out in conjunction with teaching colleagues in each key stage. Plans are incorporated with art and design.

3.3 Our medium-term plans, which we have adopted from the National Curriculum programmes of study, give details of work for each term. They identify learning objectives and outcomes for each unit, and ensure an appropriate balance and distribution of work across each term. Some technologies are cross-curricular and taught in other subjects.

3.4 We plan the activities in design and technology 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 and we also build planning progression into the programmes of study, so that the children are increasingly challenged as they move through the school.

**4 The Foundation Stage**

4.1 We encourage the development of skills, knowledge and understanding that help reception children make sense of their world as an integral part of the school’s work. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the development of the children’s knowledge and understanding of the world to the objectives set out in the EYFS six areas of learning and development and the objectives set out in the Early Learning Goals. During the Reception year, children build and construct with a wide range of objects, selecting appropriate resources and adapting their work where necessary. They are encouraged to select the tools and techniques they need to shape, assemble and join materials, and construct with a purpose in mind using a variety of resources. This learning forms the foundations for later work in design and technology.

4.2 We provide a range of experiences that encourage exploration, observation, problem solving, critical thinking and discussion. These activities, indoors and outdoors, attract the children’s interest and curiosity.

**5 Assessment and recording**

5.1 Teachers assess children’s work in design and technology by making assessments as they observe them working during lessons. They record the progress that children make by assessing the children’s work against the learning objectives for their lessons. At the end of a unit of work, teachers make a judgement against the National Curriculum levels of attainment. Teachers then use the levels that they record to plan the future work of each child and to make an annual assessment of progress for each child, as part of the annual report to parents. The key stage 1 teacher passes this information on to the key stage 2 teacher at the end of each Y2 year.

5.2 The key stage 1 and key stage 2 teachers keep photographic evidence of the children’s work in pupil art books.

**6 In service**

6.1 Appropriate opportunities for in-service training are found, whenever possible, for the design and technology co-ordinator and members of staff and then shared at staff meetings.

**7 Resources**

7.1. Our Federation has a wide range of resources to support the teaching of design and technology across our two schools.

**8 Health and safety**

8.1 The general teaching requirement for health and safety applies in this subject. We teach children how to follow proper procedures for food safety and hygiene.

8.2 Food Hygiene

Children should be made aware as early as possible of the need for hygienic food preparation. Teachers should train the children to prepare food hygienically and supervise preparation.

A range of materials will be used and safety procedures will be explained as and when required before use of equipment.

8.3 Knives

While use of scissors is preferable, children may be required to use knives for their Design and Technology work. They should only be used by older children and can be used once they have learnt the rules, techniques and skills for cutting. They should be closely supervised while working with a knife.

8.4 Paints

Children should use water based paints only. These may be used under general supervision. Emulsions (house paints) should be used by adults only or with older pupils under supervision.

**9 Monitoring and review**

9.1 The monitoring of the standard of children’s work and of the quality of teaching in design and technology is the responsibility of the design and technology subject leader, along with the Headteacher. The work of the subject leader also involves supporting colleagues in the teaching of design and technology, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The design and technology subject leader gives yearly overview of lesson plans. The design and technology subject leader has specially-allocated, regular management time in order to review evidence of the children’s work and undertake lesson observations of design and technology teaching in the school.