

Date: 4/7/17

Signed: Mrs J. Gent

Oakhurst Community First School

Design and Technology Policy

Introduction

Design and Technology is an exciting practical subject which allows children to have first-hand experience and explore the world around them. We believe that children have an innate curiosity as to how and why things work. Therefore, in order to develop the children's full potential as designers and makers, we must try to ensure that there is continuity, progression, breadth and balance throughout the school in our planning and teaching of Design and Technology. This should enhance and harness their natural curiosity by providing pupils with opportunities to apply and develop the skills that they have mastered.

Aims:

Provide a relevant, challenging and enjoyable curriculum for DT for all pupils

Pupils know how to use a range of tools and equipment safely

To develop independent working with logical thought over a sustained period of time

Pupils learn to work as a team as well as independently

To fulfil the requirements of the 2014 National Curriculum Document as well as using skills of progression

That all children have an equal opportunity to learn in Design and Technology

We believe that children should experience a variety of learning situations:

Class activities- when introducing new concepts

Individual learning- particularly when following up an activity

Group or paired learning- particularly in investigation, application and problem solving

Different time frames- in weekly lessons or over longer periods of time in a concentrated two or three day block if this is more appropriate

Activities are a balance of design and making products, focussed practical tasks to develop and practise specific skills and activities in which pupils investigate, disassemble and evaluate simple products (ie construction kits)

Pupils are allowed time to finish their products

The classroom space may have to adapted for the particular needs of the lesson

Children plan and make their own DT projects as part of their takeaway tasks, relating to their topic.

Teaching and Learning:

D&T activities are taught as part of each year groups topic work, using the 2014 National Curriculum' and 'Progression of Skills'. It may be taught either weekly across a half term or in blocks depending on topic and project.

Planned activities are designed to enable pupils to develop their skills, knowledge and understanding, being taught through:

- *Investigating and evaluation a range of familiar products, including how they work and how well they work

- *Focused practical tasks that develop a range of techniques, skills and processes and knowledge

- *Design and make assignments where pupils use a range of materials.

As well as this children must be taught the importance of **cooking** and **nutrition**. They should be taught how to cook and apply the principles of nutrition and healthy eating. By instilling a love of cooking and learning how to cook it is teaching the pupils a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life. The children will be taught these skills by:

In Key Stage 1

- Using the basic principles of a healthy and varied diet to prepare dishes
- Understand where food comes from

In Key Stage 2

- Understand and apply the principles of a healthy and varied diet
- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.

Assessment and record keeping

On-going teacher assessment, as an integral part of good practice, will enable tasks to be matched to the abilities and needs of our pupils as they progress.

Assessment is required to plan for the next stage of the children's learning.

The on line Pupil Tracker programme will be used to track progress.

Assessment is used to evaluate a child's progress and recorded annually.

Samples of children's learning is kept in the pupils DT and Art books used across the school.

Monitoring and Evaluation

A programme of monitoring and evaluation has been put into place across the school for Design and Technology. The DT co-ordinator and Governor carry out this monitoring programme where children are interviewed, learning outcomes looked at and policy discussed.

Safe Practice

When working with tools, equipment and materials, pupils are taught the appropriate health and safety procedures and understand the steps they should take to control risks. Staff should be familiar with the D&T risk assessment.

Foundation Stage:

Children in the Foundation Stage have three of the seven early learning goals which specifically relate to Design and Technology.

- (i) **Physical development**- 'Health and self-care: children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.'
- (ii) **Understanding the world**- 'Technology: children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.'
- (iii) **Expressive arts and design**- 'Exploring and using media and materials: They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Being imaginative: children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology.'

The Role of the Co-ordinator

- To ensure the implementation of this policy
- To ensure they are up to date with current policy and practice
- To help with and monitor planning
- To attend courses and lead staff INSET
- To maintain a file of planning and evidence for the subject area
- To review this policy
- To inform Governors on current policy and practice in Design and Technology