Folly View
Design and Technology Policy

"Design and technology is all about making things that people want and that work well. Creating these things is hugely exciting: it is an inventive, fun activity."
James Dyson

"Tell me and I forget- show me and I may remember- let me do it, and I learn."

Intent

At Folly View Primary, we nurture our children's inner creativity and confidence. Through our learning muscles / school values, our Design & Technology curriculum encourages our children to become independent, creative problem-solvers. It also allows them to learn to think as individuals and as part of a team. The children develop their knowledge and understanding of how and why products are made in the way they are and how these products could be modified and improved. Design and Technology combine skills, knowledge, concepts and values to enable children to tackle real problems as well as being able to evaluate. We do not just focus on an end product; the whole process encourages children to investigate existing products / designs, make decisions for themselves, develop their ideas and be empowered to evaluate their design. We make these experiences relevant and meaningful. Our children will learn to make something, for someone, for some purpose.

The Design and Technology curriculum also includes cooking and nutrition. Our children will learn where our food comes from and develop the skills needed to prepare and cook healthy food.

Implementation

The Planning and Teaching of D.T

D.T is a foundation subject in the National Curriculum (KS1 & KS2) and is integrated into termly topics (Autumn, Spring and Summer terms). Our school is a member of Kapow, and we use their guidance to inform the planning and teaching of DT, ensuring there is a balance of mechanisms, structures, textiles, food and electrical systems being taught throughout their primary life. Our planned topics ensure that knowledge, skills and understanding are taught progressively throughout year groups and that they follow a sequence to build upon children's prior learning. Our children will gain experience and skills of a wide range of formal elements of design and concepts of technology in a way that will enhance their learning opportunities, enabling them to use design and technology across a range of subjects to be creative and solve problems, ensuring they make progress.

Teachers ensure that:

- Children discuss plans, evaluate their own and other people's work in a constructive way.
- They assist the pupil in manipulative skill development.
- Children appreciate the need to take account of safety both for themselves and those around them.
- Children develop skills and knowledge of tools and materials.

- Activities have cross curricular links.

We do this through a mixture of whole-class teaching and individual/group activities. Within lessons, we give children the opportunity to work on their own and to collaborate with others. We encourage them to listen to other children's ideas and to treat 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. We recognise that there are children of differing ability, and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through:

- Setting common tasks that are open-ended and can have a variety of results.
- Using additional adults to support the work of individual children or small groups.

Cross-Curricular Skills

DT draws upon children's knowledge and skills in other subjects particularly Science, I.C.T, Mathematics, Language, Art and Personal and Social Education. Opportunities are given to develop and apply I.C.T skills through the study of DT. Children are encouraged to obtain, prepare, process and present, and to communicate ideas with increasing independence.
DT is made relevant by using interesting contexts for children's activities.
Where possible, children design and make responding to real needs and opportunities, or those they can relate to e.g. using a story as a starting point.

The Foundation Stage

DT is taught through Expressive Arts and Design and is incorporated into all areas of learning.
DT enables children to gain knowledge and understanding of their world. Design is not just about drawing, but about thinking. Creating a pizza, sandwich, or fruit salad, or designing a new Lego structure require no drawing, but both involve some experience, some imagination and a willingness to change and modify ideas.
As well as focused activities, children are provided with opportunities to explore and experiment with construction resources, whilst developing their creative thinking. They become confident in selecting and using tools and techniques safely. The children also have experiences allowing them to explore the preparation and cooking of food.

The resources in the continuous provision assist the children in achieving the above. These include lego and wheels, duplo, geostrips (plastic strips used with split pins), wooden blocks and many more. The resources allow the children at a young age, to explore balancing, and to learn to make a structure stronger and more stable (National Curriculum statement).

Making stations are used in all classes, with a variety of resources allowing the children to design and create their own product. Design sheets are made available for the children to use.

Impact

- The children will develop the skills, knowledge, concepts and values used by people to tackle the problems of living in our man-made world. Children can see the sense of solving real problems.
- The children will develop skills involved in the DT process including analysis, problem-solving, practical capability, and the ability to evaluate.
- The children will develop imaginative thinking and will be able to talk about what they like and dislike when designing and making.
- The children will be able to talk about how things work, and draw and model their ideas.
- The children will select appropriate tools and techniques for making a product, whilst following safe procedures.
- The children will have the opportunity to explore attitudes towards the man-made world and how we live and work within it.
- The children will develop an understanding of technological processes, products, and their manufacture, and their contribution to our society.
- The children will foster enjoyment, satisfaction and purpose in designing and making.

Assessment, Recording and Monitoring

Teachers assess children's work in DT by making assessments as they observe them working during lessons. Each teacher passes this information on to the next teacher at the end of each year. Progress will be shown through outcomes and through the important record of the process leading to them.

Resources

Our schools have a range of resources to support the teaching of DT across the school. Classrooms have a range of basic resources, with the more specialised equipment being kept in the stock cupboard.

Health and Safety

- A safe working environment and ways of working need to be encouraged from the earliest stage.
- Training for TAs and other adults, in use of certain tools, must be delivered by the class teacher prior to the lesson and safe practices should be understood by all voluntary helpers.
- All areas must be in the direct vision of the teacher and there should be enough space for each child and group to work comfortably.
- Appropriate risk assessments are carried out to ensure safe practice when using glue guns, saws and craft knives.
- Tools which present a safety hazard, such as a glue guns, saws or a craft knives, need to be secured away from general tools. We train children to use the tools properly.
- Teachers should be aware of any physical limitations which a pupil may suffer e.g. height disability, poor eyesight or hearing, and make suitable arrangements to allow the pupil to operate sensibly.

Working with Food

Cooking utensils and work areas should be kept clean. Children should learn simple personal hygiene rules such as wearing a clean apron, washing hands before handling food and not eating food as they are cooking.

Roles and responsibilities

The DT subject leader is responsible for monitoring medium-term planning using the Curriculum Map and ensuring complete coverage of the National Curriculum DT objectives across the school. The work of the subject leader involves supporting colleagues in the teaching of DT, informing them of current developments in the subject, and providing a strategic lead and direction for the subject in the school. The DT leader also supports with finding appropriate resources where necessary to support subject delivery and ensures there is a sufficient number of resources across the school. They also review DT provision, including its strengths and the next steps for development.

Year group teams are responsible for planning lessons that cover the objectives set out on the Curriculum Map and use Kapow to support.

The governors are responsible for discussing DT provision with the DT subject leader and Curriculum Lead as part of the wider curriculum and allocating some governors to monitor the provision, its strengths and areas for development when required, and for reporting these to the wider governing body.

Date: 4.11.24

Review Date:

Signature: Céline Ottaway