

# Worlingham CEVC Primary School

## DESIGN AND TECHNOLOGY POLICY

*Like a tree firmly planted by streams of living water we will grow  
in knowledge, love, faith and wisdom. Based on Psalm 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.

### **Aims and Objectives**

The aims of Design & Technology at Worlingham CEVC Primary are to:

- Enable pupils to develop their design and technology capability through combining their designing and making skills with knowledge and understanding, in order to design and make products.
- Enable children to develop the skills to investigate, disassemble and evaluate their own and commercially produced products with an emphasis on the value of the learning and designing process involved in the making of a viable end product.

### **Skills and Attitudes**

Design and Technology is an inspiring rigorous and practical subject.

Pupils will be taught to draw upon a developing repertoire of skills and knowledge which will include:

- Learning how to work independently and collaboratively.
- The development of designing, making and evaluating skills.
- A growing knowledge and understanding of materials and components.
- A growing knowledge and understanding of mechanisms and control systems.
- Information about existing products that can be used as starting points for designing or generating ideas.
- How to cook and apply principles of healthy eating.

### **Teaching and Learning**

The six essential principles of Design and Technology of User, Purpose, Functionality, Design Decisions, Innovation and Authenticity are included in teachers planning ensuring genuine Design and technology is being taught. Teachers provide a variety of creative and practical activities before the children start on their main design activity.

These tasks relate to the original design activity and may include activities which show children for example:

- How to join two pieces of wood together.
- How to make a cotton reel spring.
- How to fix two flat edges together.
- How to arrange an electrical circuit within their design.

Using creativity and imagination the children design and make products that solve real and relevant problems with a variety of contexts.

### **Content, Organisation and Planning**

The use of a system of long, medium and short term planning will facilitate the organisation of a broad, balanced, coherent and differentiated curriculum.

Long term plans – All teaching staff.

Medium term plans – Key Stage teachers and subject co-ordinator.  
Short term plans – individual class teachers.

### **Equal Opportunities**

All pupils have equal access to D&T to further their learning. The D&T subject leader is able to advise teachers on the support that can be provided to individual pupils with particular educational needs. Successful teaching and learning will depend on the effectiveness of differentiation as well as the extent to which:

- Learning is broken down into manageable steps.
- Assessment procedures are used to identify learning difficulties.
- Children are given opportunities to become independent learners.
- Children are able to evaluate their work to identify areas for improvement.

### **Recording, Assessment and Reporting**

Assessment provides information on children's achievements which can be used to inform the planning of future work. Assessment for Learning will be used to shape learning intentions and objectives when setting challenging tasks designed to progress the pupils' learning. In D&T assessment needs to be part of the on-going teaching and evaluation of each area of focus.

### **Managing Resources**

Resources for D&T are stored in the Discovery room in the Science and Maths cupboard. Resources for specific projects are ordered at time of planning.

### **Monitoring and Review**

D&T is reviewed through lesson observations, work scrutiny, discussions with pupils and monitoring of plans. Issues arising from these procedures as well as County and National trends are used to inform future targets in the S.I.P. for D&T where necessary.

### **Health and Safety**

In order for children to remain safe when using the variety of tools needed in Design and Technology, children need to develop a knowledge and understanding of safety procedures and rules. This will include considering risks and hazards and the following of simple instructions to control risk to themselves and others. The children are shown how to use tools and other pieces of equipment safely.

This policy will be evaluated as part of the school's policy review process.

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