

Author: Hawthorn Tree School
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INTRODUCTION

Design and Technology is a foundation subject of the National Curriculum. This policy outlines the purpose, nature and management of D. & T. as it is taught at Hawthorn Tree School.

This policy reflects the consensus of opinion of the whole teaching staff.

The implementation of this policy is the responsibility of all teaching staff.

1. AIMS OF DESIGN AND TECHNOLOGY

- 1.1 Design and technology is an inspiring, rigorous and practical subject that prepares children to take part in the development of tomorrow's rapidly changing world. 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, art and team work. 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 and purposes of Design and Technology*
According to the Design and Technology curriculum (2014), opportunities should be offered for children to:
- 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.

2. TEACHING AND LEARNING

- 2.1 The school uses a variety of teaching and learning styles in design and technology lessons. The main 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 combination of whole class teaching and child led activities. Children are given opportunities to work on their own and with others in small groups, treating each other with respect by listening to ideas. Children critically evaluate existing products, their

own work and that of others during and after the making process. They have the opportunity to use a wide range of materials and resources, including ICT.

- 2.2 In all 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 that are differentiated by outcome;
 - setting tasks of increasing difficulty where children are given tasks that will challenge them individually;
 - grouping children by ability and setting different tasks for each group;
 - using additional adults to support the work of individual children or small groups.
- 2.3 Throughout their time at Hawthorn Tree children will have experience of a wide range of materials, tools and techniques. The framework is organised in such a way that each year the children will revisit skills taught in previous years. Opportunities to link D&T with work in other areas of the curriculum have been carefully identified have also played a role in the framework's organisation. Teaching professional are able to adapt units taught providing the skills taught remain the same.
- 2.4 Across the school the D&T is blocked half termly alternating with Art. Each year group has three D&T units. It has been agreed with all staff and SLT that each class teacher should teach a minimum of 2 units per year, recognising the large volume of extra lesson time required to maintain standards in the core subjects.

Children are encouraged at all times to respect and care for their working environment, selecting, using, storing and returning their own materials and equipment tidily, safely and with regard to economy of use.

3. PLANNING

- 3.1 All teachers will be responsible for the planning and teaching of D&T.

Long term planning consists of a 1 year framework.

Medium term planning takes place each half term and is based on the objectives of the new 2014 curriculum. The skills to be taught in each unit have been carefully mapped out in the curriculum overview to ensure good coverage and when teachers are planning for their class, they must ensure that the relevant skills are included. A separate medium term planning sheet is used in line with the school's foundation subject planning format. The teachers are provided annually with an up to date skills progression sheet which outlines age related expectations for design and technology.

Short term planning is input onto the medium-term frame in KS1 and KS2.

All planning is kept together in a readily available planning folder or on the school hard drive.

4. SAFETY

- 4.1 Children will only have access to craft knives, cookers, glue guns and sewing machines under direct adult supervision. A separate area should be set aside for the use of glue guns and the correct usage explained to the children. Round pointed scissors are in general use although sharp pointed scissors will be used when needed.

The correct and safe usage of tools is taught as a priority all health and safety points are made explicit in the teachers' short term planning.

5. ASSESSMENT AND MONITORING.

- 5.1 Areas for assessment will be identified at both medium and short term planning stages. Children are encouraged to evaluate their own work, in discussion with the teacher at ks1 and recorded in writing at ks2. The end of unit evaluation will identify ways in which future activities could be developed but weekly evaluations should shape the outcome of the product they are making.
- 5.2 The D&T subject leader is responsible for the standard of children's work and the quality of teaching in D&T. The work of the subject leader also involves supporting colleagues in the teaching of D&T, being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school.
- 5.3 The D&T subject leader is responsible for giving the head teacher an annual summary report in which s/he evaluates the strengths and weaknesses in the subject and indicates area for further improvement.
- 5.4 The D&T subject leader has specially-allocated time for carrying out the vital task of reviewing samples of children's work, visiting classes to observe teaching, monitoring planning and pupil interviews.

Assessment and monitoring will be used in conjunction with the School Development Plan to further raise standards in D&T.

6. SEND and EQUALITY

6.1 Design and Technology forms part of the school curriculum policy to provide a broad and balanced education for all children. We provide learning opportunities that are matched to the needs of children with learning difficulties. Our work in Design and Technology takes into account the targets e.g. in the children's Educational Healthcare Plans (SEND plans).

6.2. The Equality Act, 2010, states that the responsible body of a school must not discriminate against, harass or victimise a pupil or young person because of one of the protected characteristics;

- disability;
- gender reassignment;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual orientation.

As such, we teach Design and Technology to all pupils within school.

7. BACKGROUND INFORMATION

6.1 This policy was informed with reference to the Statutory Orders for D&T, non-statutory guidance of the National Curriculum document for D&T, guidance from Lincolnshire Curriculum Service and the Early Learning Goals.