



D&T Policy

Introduction

We believe Design and Technology is an enjoyable and accessible subject for all children. It should develop children's self confidence through the generation of ideas, the making and testing of products and the evaluation of completed work.

Aims

- ❖ Meet the requirements of the New National Curriculum and Early Years Foundation Stage framework;
- ❖ Provide continuity and progression in children's learning and understanding;
- ❖ Provide a range of teaching methods and strategies related to the abilities and experiences of all children;
- ❖ Encourage children to have the confidence to become independent learners and thinkers;
- ❖ Develop a sense of self-appraisal to improve work;
- ❖ Teach the appropriate vocabulary for naming and describing equipment, materials and components used;
- ❖ Encourage an interest and enjoyment of Design and Technology;
- ❖ Teach a simple knowledge and understanding of health and safety when working with materials.

Implementation

Our principle aim is to develop children's knowledge, skills and understanding and a variety of teaching and learning styles are used, including:

- ❖ Whole class teaching;
- ❖ Independent or paired work;
- ❖ Collaborative group work.

Design and Technology is a very practical subject and children have the opportunity to use a variety of resources including ICT, to support and enhance their learning.

Resources

Resources to support Design and Technology can be found in the classrooms. We also gain resources through liaising with the local businesses and supermarkets.

Equal Opportunities & Inclusion (see Equal Opportunities Policy & Inclusion Policy)

We are committed to providing a teaching environment conducive to learning. Each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability.

Curriculum

Design and Technology in the Foundation Stage and Key Stage 1 is taught throughout the year through a cross-curricular topic based approach. We have a DT focus week where in the afternoons there is a strong emphasis on developing and using DT skills as identified in the New National Curriculum and Early Years Foundation Stage.

Children complete a range of activities based on Designing, Making and Evaluating through focused practical tasks.

Special Educational Needs & Gifted & Talented

Design and Technology is taught to all children, whatever their ability. Through careful planning, a broad, balanced and purposeful curriculum is ensured for all children. Through differentiation, learning opportunities which are matched to the abilities of all children are provided.

Health and Safety (See Health & Safety Policy)

Teachers anticipate likely safety issues when planning activities. They explain the reasons for safety measures and discuss any implications with the children. Children are encouraged to consider safety for themselves, others, the environment and the resources they use, when undertaking Design and Technology activities.

The following considerations are carried out to safeguard children from being put to unnecessary risk:

- ❖ All tools and practical equipment are kept in good condition stored safely and well organised;
- ❖ Appropriate cutting tools are introduced with care and children are supervised;
- ❖ Care is taken when new items are purchased to ensure they are suitable for young children;
- ❖ Children are made aware of the skills needed when handling materials.

Assessment and Recording

The learning objectives and outcomes in each planned lesson show how children might demonstrate what they have learnt. Assessments are made against the New National Curriculum Key Objectives for Key Stage 1 and the Early Years Foundation Stage DT statements identified in expressive Arts and Design, and Physical Development. Assessment informs planning so that children learn and develop skills appropriate to their abilities and understanding. These assessments can inform annual reporting to parents. We have a folder for each cohort to evidence the activities the children have completed.

Monitoring and Review

Monitoring is carried out in the following ways:

- ❖ Informal discussions with staff / children;
- ❖ Classroom observation;
- ❖ Discussions about children's work and book scrutiny's.

The Design Technology subject leader will:

- ❖ Regularly audit D&T equipment.
- ❖ Monitor D&T throughout the school.
- ❖ Support colleagues and organise training for the professional development of staff.