

Original Date Written	Latest Review Date	Date Adopted	Date for Review
February 2018		March 2018	March 2021

Marlborough St Mary's CE Primary School



Design and Technology Policy

Together we believe, learn and achieve

MARLBOROUGH ST MARY'S CE PRIMARY SCHOOL

Design and Technology Policy

Aims

At Marlborough St. Mary's Primary School our Design and Technology curriculum helps to equip children to take part in our rapidly changing world. Our whole school topics help to motivate and excite children in their design and technology work. We aim to inspire children to think creatively and become problem-solvers, both as individuals and as part of a team.

Our Design and Technology teaching will:

- Enable children to talk about how things work, and help them to draw and model their ideas.
- Develop the creative, technical and practical expertise needed to perform everyday tasks confidently.
- Develop imaginative thinking in children and enable them to talk about what they like and dislike when designing, making and evaluating.
- Help children to creatively build and apply a repertoire of technical knowledge and skills when designing, making and evaluating for a wide range of users.
- Encourage children to select appropriate tools and techniques for making a product, whilst following safe procedures.
- Show an awareness of the need to exercise safe and hygienic practices and to employ these whilst working.
- Encourage children to work individually and as a member of a team.
- Enable children to evaluate their own and others ideas and products, and make appropriate modifications within their designing and making.
- Show an awareness of the ways in which a design and technology activity might have an effect upon people and the environment.
- Understand and be excited by applying the principles of nutrition and learning how to cook.

Teaching and Learning.

We will fulfil the requirements of the National Curriculum by meeting the subject content across KS1 and KS2. We follow a whole school topic cycle and we plan the skills across the year linking them with the topic areas that help to enhance the subject. This may mean that D.T is not taught every week but may form a longer unit of work over a number of days or a week keeping it relevant and proportionate. As this is a cross curricular approach we will also plan to link this learning with other national curriculum subjects.

When delivering the required knowledge and skills teachers will apply a variety of teaching and learning styles to include all learners. 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 open-ended and can have a variety of results;
- setting tasks of increasing difficulty where not all children complete all tasks;
- grouping children by ability and setting different tasks for each group;
- providing a range of challenges through the provision of different resources;
- using additional adults to support the work of individual children or small groups.

Assessment and recording

Teachers assess by making observations and through written work. Judgements will then be made against the learning objective for the lesson. This knowledge will be used to provide the next steps for learning and to inform future planning. At the end of the year teachers make a final judgement against the progression framework.

Teaching children with special educational needs.

At St. Mary's we aim to provide a broad and balanced education to all children. Through our design and technology teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

When progress falls significantly outside the expected range our assessment process looks at a range of factors– teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

Health and Safety

Teachers will ensure that individual children are operating in a safe manner at all times using tools and equipment. The children will be taught to recognise hazards to themselves and others, they will learn to assess those risks and what actions to take to minimise these risks. Sharp tools and glue guns will not be readily available and may only be used under adult guidance.

Monitoring and review

The design and technology subject leader keeps evidence of the children's work. This helps to demonstrate what the expected level of achievement is in each year of the school. The work of the subject leader also involves supporting colleagues in the teaching of design and technology, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. At the end of the year the co-ordinator will carry out a curriculum review which reports on achievements and indicates areas for further improvement.