



Parkside Primary School

Design & Technology Policy

Reviewed May 2024

Design and Technology Policy



Parkside offer:

'We encourage children to research, design, make and evaluate, using a variety of tools and resources to develop their understanding of Design and Technology'.

As stated in the National Curriculum,

'Design Technology is an inspiring, practical and rigorous subject.'

'Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens.'

'High-quality design and technology education make an essential contribution to the creativity, culture, wealth and well-being of the nation.'

Design and Technology Intent

In line with the National Curriculum, at Parkside, our Design and Technology curriculum aims to ensure that all pupils have opportunities to;

- Learn to think and intervene creatively to solve problems, both as individuals and as part of a team.
- 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 products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values.
- Select appropriate tools and techniques with increasing accuracy for making a product, whilst following safe procedures.
- Critique, evaluate and test their ideas and products and the work of others, following the interactive process.
- Reflect on and evaluate present and past design and technology, its uses and its impact
- Apply the principles of nutrition and learn how to cook.
- Understand how key events and individuals in design and technology have helped shape the world.

EYFS

Design and Technology in the Foundation Stage comes under the heading of Expressive Arts & Design. In the Foundation Stage we provide opportunities for children to:

- Develop a curiosity and interest in the world through investigating, talking and asking questions about familiar products.
- Develop confidence and enthusiasm through frequent exploration.
- Develop construction skills to build objects, and provide activities for exploring joining, assembling and shaping materials to make products.
- Extend their vocabulary through talking and explaining their designs and what they make.

Implementation

At Parkside, Design Technology is delivered as a discrete subject and, wherever possible, cross curricular links are formed. Design Technology links well with many other subjects, such as Art, Maths and Science. Teachers carefully plan these links to ensure they are meaningful. To ensure high standards of teaching and learning in Design and Technology, we implement a curriculum that is progressive throughout the whole school. Teachers use the progression document to ensure the curriculum is covered and the skills/knowledge taught are progressive from year group to year group.

Units of work are carefully organised on the school's DT long term plan so that over the course of each key stage children will experience projects on food technology, structures, textiles mechanisms and electrical systems. The skills and knowledge have been allocated to year groups and revisited to ensure progression and coverage.

Over the course of the school year, each year group should carry out two Research, Design, Make and Evaluate projects. They will also focus on one food and nutrition project.

Impact

We measure the impact of our curriculum through the following methods:

- Monitoring of children's understanding, knowledge and skills by the class teacher throughout lessons. This assessment is then used to inform differentiation, support and challenge required by the children.
- The use of folders from Year Reception to Year 6 allow teachers to monitor this progression throughout the year groups. The research, design, make and evaluate journey is recorded on sheets which is kept in a class folder. They should include research, design, photos of the making process and the finished product/or photos of the finished product. There is also a self-evaluation stage.
- DT folder scrutiny's and feedback passed on to staff.
- Interviewing the pupils about their learning (pupil voice).

Equal Opportunities

Full access to the Design and Technology curriculum will be provided for all children. Efforts will be made to study designers and craftspeople of both genders, as well as studying work from a variety of cultures. Most tasks will be differentiated by outcome or by varying the criteria for success but children with additional needs can also be catered for by receiving more adult help whether for support with a basic skill or by one to one supervision for very able children with an advanced skill.

Role of the Headteacher and Senior Leadership Team

The Headteacher and Senior Leadership Team will;

- Ensure that all school personnel, pupils and parents comply with this policy.
- Work closely with the coordinator.
- Provide leadership and vision in respect to equality.
- Provide guidance, support and training to all staff.
- Monitor the effectiveness of this policy.

Role of the Coordinator

The coordinator will:

- Update resources as needed and manage the DT budget.
- Lead the development of this policy throughout the school.
- Provide guidance and support to all staff.
- Keep up to date with new developments and resources arranging appropriate inset as required.
- Undertake risk assessments when required.
- Write, implement and evaluate an annual action plan for the subject.
- Ensure the delivery of the National Curriculum through monitoring.

Role of School Staff

Staff will:

- Comply with all aspects of this policy.
- Raise the skill levels of children participating in DT activities.
- Provide opportunities to develop individual interests in DT.
- Ensure that children have access to appropriate resources and inform the coordinator if further resources are needed.
- Ensure the children understand the difference between DT and art.

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