



# Harby Church of England Primary School

## Design technology Policy

### EQUAL OPPORTUNITIES

### INCLUSION AND EQUALITY STATEMENT

Inclusion is an approach and attitude that will help to give all children opportunities for success and development at school, both academically and socially, and will ensure they are valued as part of the school community. We strive to ensure that pupils' unique needs, differing learning styles and requirements are recognised, valued and supported. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We try to have systems in place for early identification of barriers to their learning and participation so that all pupils can engage in school activities with others. We acknowledge the need for high expectations and suitable targets for all children. We actively seek to encourage equity and equality through our teaching. No gender, race, ethnicity, social and economic background, Special Educational Need or Disability will be discriminated against. The school's Disability Equality Scheme will be followed and the use of stereotypes will always be challenged.

### STATEMENT OF INTENT

The main aims of our DT policy are:

1. We aim to develop problem solving skills in pupils and to prepare them to participate in tomorrow's rapidly changing technologies.
2. To provide opportunities for all the children to design and make quality products through challenging, motivating, relevant and enjoyable projects.
3. To provide children with the opportunity to explore food and cooking techniques along with healthy eating and environmental issues within food production.
4. To develop design and making skills, knowledge and understanding to the best of each child's ability; using and selecting a range of tool, materials and components.

### IMPLIMENTATION

We use a skills based cross-curricular approach to teaching and learning using objectives taken from the National Curriculum. We plan the activities in design and technology so that they build upon the prior learning of the children. We give children of all abilities the opportunity to develop their skills, knowledge and understanding and we also build planned progression into our whole school plan and rolling programme, so that the children are increasingly challenged as they move through the school. Both support and challenge are provided through teacher's choice of task and questioning, and further support is given where needed via both additional resources and / or staff or groupings.

DT will often be planned in weekly sessions within a half term block but may also be covered over several days / full days in a blocked approach. Where possible we use local experts and or environment / amenities / services to support / inspire children.



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In Early Years Foundation Stage, Design and Technology is an integral part of topic work, relating aspects of the children's work to the objectives set out in the Early Learning Goals, and Expressive Arts and Design. To facilitate our objectives different teaching styles and methods are used as appropriate. These include small group and individual work. To meet the requirements of the National Curriculum it is essential that each teacher carry out the following Design Technology activities over the 2 year rolling programme; -

**Mechanisms - Textiles - Food - Structures.**

### 1. CROSS CURRICULAR - ENGLISH

Design and technology contributes to the teaching of English in our school by providing valuable opportunities to reinforce what the children have been doing during their English lessons. The evaluation of products requires children to articulate their ideas and to compare and contrast their views with those of other people. Through discussion children learn to justify their own views and clarify their design ideas.

### 2. CROSS CURRICULAR - ICT

We use ICT to support design and technology teaching when appropriate. Children use software to enhance their skills in designing and making, and use draw-and-paint programs to model ideas. They use databases to provide a range of information sources and to gain access to images of people and environments. The children also use ICT to collect information and to present their designs through draw and-paint programs.

### 3. CROSS CURRICULAR - PSICHE

Design and technology contributes to the teaching of personal, social and health education and citizenship. We encourage the children to develop a sense of responsibility in following safe procedures when making things. They also learn about health and healthy diets. The teaching of design and technology offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Our groupings allow children to work together, and give them the chance to discuss their ideas and feelings about their own work and the work of others. Through their collaborative and co-operative work across a range of activities and experiences in design and technology, the children develop respect for the abilities of other children and a better understanding of themselves.

### IMPACT: ASSESSMENT

Assessing a child's performance is a continuous process carried out over the full seven years of Primary school and our assessing methods include the following as appropriate: - 1. Looking at a child's recorded work i.e. model, photographs, written work. 2. Individual



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discussion. 3. Listening to the children's ideas as they discuss between themselves. 4. Group discussions in both planning and reporting back sessions. 5. Observing the children's skills in Design and Technology. 6. Record the progress that children make by assessing the children's work against the learning objectives for their lessons. At the end of a unit of work, teachers make a judgement against the Key Learning Skills.

- [E] Meeting expectations  
A child has learnt and retained the majority of Design and Technical knowledge taught this term
- [A] Above expectations  
A child has learnt and retained all of the Design and Technical knowledge expected this term, and has shown additional capacity for extending his/her knowledge.
- [B] Below expectations  
A child has learnt and retained less Design and Technical knowledge than expected this term

### IMPLEMENTATION

This policy was approved and adopted for use on: January 2022

Signed: ....JHodder.....