



# Design & Technology Policy

Review Date September 2021

Every Child, Every Chance, Every Day, Working Together



# DESIGN & TECHNOLOGY POLICY

Review Date – September 2021

## 1. Why Design and Technology is important?

At Crabtree Farm we believe that Design and Technology holds a fundamental importance in developing and preparing children for the ever changing technological world. Through fostering and enriching children's creative and critical thinking it allows them to become autonomous and creative problem-solvers, as both individuals and as part of a team. It enables them to identify needs and opportunities and to respond by developing ideas and eventually making products and systems. Through the study of Design and Technology they combine practical skills with an understanding of aesthetic, social and environmental issues, as well as functions and industrial practices. This allows them to reflect on and evaluate present and past Design and Technology, its uses and its impacts. Design and Technology helps all children to become discriminating and informed consumers and potential innovators.

## 2. Our Aims

Our aims in teaching Design and Technology are that all children will build upon their natural enthusiasm for making things and to:

- 2.1 Find enjoyment in designing and making things for themselves.
- 2.2 To develop language and talk, specific to Design and Technology, to enable children to investigate, plan, make and evaluate effectively.
- 2.3 To develop skills to solve problems in imaginative and creative ways.
- 2.4 To encourage children to explore and select appropriate tools, techniques and materials for making a product.
- 2.5 To recognise the importance of Design and Technology as a vehicle for using skills which have been learnt in other areas of the curriculum.
- 2.6 To develop an awareness of the potential dangers involved in Design and Technology, together with an understanding of the need for safety and willingness to follow rules.
- 2.7 Use the internet to explore ideas and products already available.
- 2.8 To develop basic food preparation and cooking skills alongside an awareness of nutrition and healthy eating to ensure pupils can develop the crucial life skill of feeding themselves and others affordably and well.

## 3. Teacher Guidelines

- 3.1 Teachers, within year groups, plan their own opportunities for Design and Technology in line with the requirements of the curriculum (with the input of the Design and Technology Subject Leaders, if necessary).
- 3.2 Learning Objectives are to be taken from the 'Design and Technology Framework for Key Stages 1 and 2'. This provides a breakdown of the areas



within Design and Technology and learning objectives that need to be covered within these areas for each Key Stage.

- 3.3 Design and Technology is taught through a cross-curricular approach to enhance children's knowledge and understanding in their current topic.
- 3.4 Curriculum planning for Design and Technology is embedded in year group themes. Class teachers complete half termly topic over views which include the Design and Technology skills to be taught. The aim is that each child will participate in no less than 3 projects that require skills identified in the curriculum – these skills may include planning and evaluating a product.
- 3.5 Activities in Design and Technology are planned so that children build on their prior learning. Children of all abilities are given the opportunity to develop their skills, knowledge and understanding. Planned progression is built into the themes, so that the children are increasingly challenged as they move through the school.

#### 4. Teaching Methods

- 4.1 The teaching method employed will vary according to the age, ability and the experiences of the children and the concept being taught.
- 4.2 Design and Technology will be taught in whole class sessions through a cross-curricular approach. There will be opportunities for children to work in small groups and individually within these lessons, depending on the aims and objectives.
- 4.3 Teachers give clear instructions to the children at the introduction of new materials/tools and the skills needed to use all equipment effectively and safely.
- 4.4 When a new technique is being introduced it may be desirable for the teacher to demonstrate the technique and show a finished example.
- 4.5 All work should be recorded in Topic Books with either photograph or written evidence. At least one piece of evidence needs to put in to the DT folder to support their success criteria.
- 4.6 Over the course of the year each class should cook at least three times.
- 4.7 Over the course of the year each Design and Technology objective should be met at least once.

#### 5. Early Years Foundation Stage (EYFS)

- 5.1 In the EYFS opportunities are provided for children to develop Design and Technology skills through the seven areas of learning, specifically Physical Development, Understanding the World and Expressive Arts and Design.
- 5.2 Pupils learn through practical activities and are given the chance to:
  - a. Explore activities based on first hand experiences that encourage exploration, observation, problem solving, prediction, critical thinking, decision making and discussion.
  - b. Work in an environment with a wide range of activities indoors and outdoors that stimulate children's interest and curiosity.

- c. Use a range of tools such as Bee Bots, cameras, scissors, hole punches, staplers, sellotape, and glue.
  - d. Work with a range of materials in their activities such as wet and dry sand, various liquids, compost, gravel, clay, paper, cardboard, and plastic.
  - e. Have opportunities to explore creating a variety of models using a wide range of construction kits to discover how things fit together.
  - f. Have opportunities through talk to explain how they will make their models and evaluate them, commenting on their likes and dislikes. They will also have opportunities to re-build and re-evaluate.
  - g. Have the opportunity to take part in both cooking and non-cooked food activities to understand the importance of food hygiene and healthy and non-healthy foods.
- 5.3 The 'EYFS Framework' is used to support planning and delivering a range of learning opportunities that will form the foundations for later work in Design and Technology.
- 5.4 Design and Technology is continually interwoven into the children's daily practice and provision. Specific adult led activities are planned for to teach and progress specific skills, alongside a range of continuous provision to embed and enhance children's existing knowledge and skills.

## 6. Health and Safety

- 6.1 Children need to be made aware of the possible dangers when using certain materials. Children are taught how to follow appropriate procedures for handling tools and materials safely; including food safety and hygiene.
- 6.2 Children have a skills based lesson on using different materials before using them in their design plans.
- 6.3 Children are supervised at all times when using glue guns, hand saws, hammers, drills, bradawls, rasps and any other resources deemed as high risk.

## 7. Special Educational Needs and Equal Opportunities

- 7.1 Teachers are to ensure that all children have access to the range of Design and Technology activities and use opportunities within Design and Technology to challenge stereotypes.
- 7.2 All children will be encouraged to take an active part in whole class sessions.
- 7.3 Teachers are to differentiate activities within Design and Technology to ensure that the specific needs of individual children are best met.
- 7.4 Care should be taken to ensure all children, regardless of any additional needs, have the opportunity to gain the same learning experiences and outcomes during lessons.
- 7.5 All children should have the opportunity to share their ideas and designs with others.

7.6 Children's success in Design and Technology should be acknowledged and rewarded appropriately. This should also be done through display in classrooms and around school.

## 8. Resources

- 8.1 Each year group will be allocated a set amount of money at the start of each financial year to spend on specific resources for their year group to best suit their topics.
- 8.2 Resources and equipment for general usage e.g. glue for glue guns will be ordered by the Subject Leaders.
- 8.3 Central resources are stored outside classrooms in Upper Key Stage 2. EYFS tools and materials are stored in 'The Hands On Room' situated in the Early Years Centre.
- 8.4 It is the responsibility of the class teacher to ensure that there are sufficient resources available for the coming lesson.
- 8.5 Any equipment taken from the designated Design and Technology stores should be collected by the class teacher before each session and returned after the lesson has finished.
- 8.6 If relevant resources cannot be located before the lessons, the Subject Leaders should be informed as soon as possible to help assist.
- 8.7 All classes have a designated folder with all the information they need; including cooking timetable, planning resources and success criteria. The success criteria will be completed each year by the class teacher and evidence is submitted to show what has been taught. The success criteria will be passed onto the children's new class teacher during transition week so teachers can plan for the next academic year and to ensure that all points are covered by the end of the key stage.

## 9. Assessment

- 9.1 At Crabtree Farm assessment is a continuous process, integral to teaching and learning and central to curriculum planning. It is used to inform future planning and to provide information about individuals throughout their time in the school.
- 9.2 Teachers can continually assess children's competences in Design and Technology by:
  - a. Observing their capability at completing specific skills during class sessions.
  - b. Talking to the children on an individual basis.
  - c. Assessing their work at the end of each project against their designs.
  - d. Recording progress made by children against the learning objectives.
- 9.3 Pupil's attainment can be measured against the objectives in the National Curriculum.
- 9.4 Pupils should also be involved in actively evaluating their own work and reflecting upon their practice to think about possible improvements and alterations that could be made to further improve their work.

## 10. Links with ICT

10.1 Children should use Information and Communication Technology to support whenever possible in their Design and Technology projects. This is also part of the Computing scheme of work.

## 11. Review

11.1 Acceptance of the Design and Technology policy implies a commitment to it.

11.2 A review of the policy will be undertaken in September 2020.

## COVID-19 Addendum

CLEAPSS have issued guidance to support the safe use of shared equipment in order to reduce potential transmission of Covid-19. Staff are to use the guidance as a reference when planning for DT activities and work within the school's Risk Assessment.

In essence, it is expected that equipment will be quarantined for a period of time before another class will access them (a period of 72 hours). This quarantine period may result in equipment being left in classes (stored away) for a brief period of time, with a note explaining the date of last use and the date to which it must be quarantined.

Miss Harper and Miss Staniland  
September 2020