



# The Meadow Community Primary School and Pre-School

## Design Technology Policy

This policy is intended for all teaching and non-teaching staff; local governors; parents and other interested parties.

<b><u>Aims</u></b>	<p>To provide opportunities and tasks that are thought provoking and enjoyable.</p> <p>To convey an awareness that there may be many outcomes to a task.</p> <p>To instil into the children an awareness of the design process.</p> <p>To identify and teach the relevant skills and concepts necessary to complete tasks and solve problems.</p> <p>To encourage the children to look for inspiration and ideas from the world around them.</p> <p>To provide opportunities to work with an ever increasing range of materials, tools and equipment.</p> <p>To encourage children to complete tasks to the best of their ability, using previously acquired skills and developing new ones.</p>
<b><u>Objectives</u></b>	<ul style="list-style-type: none"> <li>• To develop a variety of skills throughout their school journey</li> <li>• To look at designs and become confident designers</li> <li>• To develop creativity and imagination</li> <li>• To learn how to use various tools to aid with their projects</li> <li>• To become confident at evaluating their work and the work of others.</li> </ul>
<b><u>Curriculum content</u></b>	<p>Year 1: Eat more fruit and vegetables, Homes and Moving Pictures</p> <p>Year 2: Puppets, Vehicles and Perfect Pizzas</p> <p>Year 3: Moving monsters, Sandwich snacks and Pencil cases.</p> <p>Year 4: Seasonal food, Mini greenhouses and Seasonal stockings.</p> <p>Year 5: Musical instruments, Bridges and Fashion and textiles.</p> <p>Year 6: Burgers, Chinese inventions and Programming pioneers.</p>
<b><u>Scheme of work</u></b>	<p>Plan Bee - following the Symphony Learning Framework and using Symphony on Track.</p>
<b><u>Planning and Teaching</u></b> <b>Including:-</b> <ul style="list-style-type: none"> <li>• inclusion for SEND</li> <li>• opportunities for Gifted, Talented and More Able children</li> </ul>	<p>DT is delivered as part of themed work. Cross curricular links are made wherever possible.</p> <p>Children are given the opportunity to work as individuals and in small groups.</p> <p>Children in year 1 have folders which are passed on to year 2. New folders are started in year 3 and are passed on to years 4, 5 and 6. Pupils gain a knowledge and understanding of materials, components, controls and structures. Pupils use focused practical tasks to develop skills and knowledge. Pupils have the opportunity to investigate, disassemble and evaluate a range of simple everyday products. Pupils learn that modification and improvement are part of the processes involved in designing and making. Children learn health, hygiene and safety rules.</p> <p>Opportunities to use computing as a support for learning are provided. All pupils whatever their ability, religion or cultural background will be given the opportunity to explore all areas of DT. If an activity is unsuitable or inappropriate, then an alternative one will be provided so that the child is not held back or restricted in any way. Specialist equipment or extra classroom assistance will be provided if a child's special need demands. More or very able children with a particular talent may need specialist equipment or extra classroom assistance in order to achieve their extra potential. Enrichment days linked to Route to Resilience are delivered throughout the year ie. Marble Runs, Poppy Day, Catapults etc.</p>



<b><u>Assessment, Recording and Reporting</u></b>	Assessment of children's progress is ongoing. Assessments are given to the subject leader at the end of each term. The subject leader makes an analysis of the data at the end of every term and an overview is made at the end of every academic year. DT work is marked in line with the school's marking policy.
<b><u>Professional Development</u></b>	School inset takes place as needed in line with the whole school development plan. All staff have the opportunity to go on any courses to enhance their delivery of the curriculum.
<b><u>Monitoring and Evaluation</u></b>	Teaching and Standards are monitored through lesson observations, pupil interviews, scrutiny of work, and review of planning and analysis of data, collected termly.
<b><u>Multi-cultural opportunities and awareness of 'British Values'</u></b>	Design Technology can be a useful medium through which to explore customs and values of people throughout the world. The subject can enable children to understand and respect products from other cultures. It can be used in illustrating or bringing to life elements of religious or cultural diversity while always taking care that the products and processes are acceptable to people of all faiths. Great British Food fortnight celebrated with assemblies and a competition..
<b><u>Health and Safety (including e-safety and safeguarding, if applicable)</u></b>	Pupils learn about health and safety aspects when working with a variety of tools and materials. They consider the risk to themselves and to others and build up a knowledge and understanding of the dangers inherent with certain products and tools. Individual allergies are known to each class teacher and photos of the children and details of their allergies are placed in a prominent position. Damaged equipment is checked by the coordinator and replaced as necessary. Children are made aware of any e-safety issues arising from ICT related work.
<b><u>Resources</u></b>	There are two DT trolleys for both KS1 and KS2 providing a variety of general equipment. There are a set of drawers in KS1 containing resources for sewing. Large boxes of materials and all books are located in the KS2 resource cupboard. Specialist resources are ordered by class teachers to meet the needs for their topics. An audit of resources is carried out in the summer term so that any resources can be replaced or updated, ready for the start of the new school year.
<b><u>Partnership with parents/carers</u></b>	Reports are sent out annually to inform parents of their child's attitude to their work. Parents meet with teachers twice a year on Parents Evenings where parents are able to look at DT projects with their children.
<b><u>Partnership with other agencies</u></b>	After school clubs provide creative opportunities for the children. Experts are invited in for enrichment days.