

Design and Technology



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Review Frequency	2 Years
Date for Next Review	September 2026
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Intent

Through the DT curriculum, children should be inspired by engineers, designers, chefs and architects to enable them to create a range of structures, mechanisms, textiles, electrical systems and food products with a real life purpose. Design and Technology encourages children to learn to think and intervene creatively to solve problems both as individuals and as members of a team. We aim to, wherever possible, link work to other disciplines such as mathematics, science, engineering, computing and art. The children are also given opportunities to reflect upon and evaluate past and present design technology, its uses and its effectiveness and are encouraged to become innovators and risk-takers.

Aims

The National Curriculum for design and technology aims to ensure that all pupils:

- 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 prototypes and products for a wide range of users
- Critique, evaluate and test their ideas and products and the work of others
- Understand and apply the principles of nutrition and learn how to cook

The Role of the Subject Leader

Support teachers by:

- Providing an up to date curriculum overview for teachers to follow.
- Providing an up to date skills progression document that enables teachers to build upon previously learned skills.
- Being readily available to offer advice about the teaching of Design and Technology in all year groups.

Ensure that Design and Technology is taught to a consistently high standard by:

- Carrying out informal observations, learning walks and book scrutinise
- Providing teachers with written feedback about the teaching and learning of Design and Technology within their year group.
- Monitoring the assessment of Design and technology across the school.
- Monitor the resources available within school and purchase when necessary.

SEN

When planning consider ways of minimising or reducing barriers so that all pupils can fully take part and learn. In some activities, pupils with SEN and/or disabilities will be able to take part in the same way as their peers. In others, some

modifications or adjustments will need to be made to include everyone. For some activities, you may need to provide a 'parallel' activity for pupils with SEN and/or disabilities, so that they can work towards the same lesson objectives as their peers, but in a different way – eg using a computer simulation of a process rather than manipulating equipment. Occasionally, pupils with SEN and/or disabilities will have to work on different activities, or towards different objectives, from their peers.

Pupils with SEN often find designing activities problematic. Therefore thought is required to ensure pupils can access and produce successful initial design work. For example, it is vital to offer a variety of methods of recording ideas quickly. Teachers should be conscious of avoiding a rigid approach when it comes to recording and communicating design ideas and developments. Use photographic and video evidence to enable all children to achieve to their full potential.

When assessing plan carefully to give pupils with SEN and/or disabilities every opportunity to demonstrate what they know and are able to do, using alternative means where necessary.

Resources

There is a selection of class-based and centrally stored materials and tools to ensure that all children have the necessary resources to access the subject and to make informed choices. The DT budget covers the costs of materials and the replacement of tools, although we do occasionally ask children to bring some materials from home if they can. The school will provide resources to any children who are unable to do this to allow all children to have the same opportunities.

Monitoring/Review

- Monitor teaching and learning of Design and Technology by carrying out informal observations, learning walks and book scrutinise
- -Providing teachers with written feedback about the teaching and learning of Design and Technology within their year group.
- Ensure that all year groups complete an assessment sheet for each Design and Technology strand taught

Health and Safety (if appropriate)

Individual class teachers must judge for themselves whether their class is able to use a particular resource. A range of equipment will be used as listed below and children will be taught how to use equipment and tools safely. Risk assessments must be written when using potentially risky equipment, including Cookers, Hammers, Knives, Saws, Glue Guns or Hand Drills. Safety Glasses will be worn when there is a risk of damage to the eyes.

Food Hygiene:

Children will be made aware as early as possible of the need for hygienic food preparation. Teachers should train the children to prepare food hygienically and supervise preparation. All surfaces must be cleaned thoroughly using anti-bacterial products prior to preparing food.