



# Dovecot Primary School



Date of review	
Reviewed by	
Signed	
Next review date	

# Design & Technology Policy

# DOVECOT PRIMARY SCHOOL

## VISION STATEMENT

*Learning together, growing together*

## **Curriculum Intent Statement**

At Dovecot Primary School the curriculum is designed to recognise children's prior learning, provide first-hand learning experiences, allow the children to develop interpersonal skills, build resilience and become creative, critical thinkers.

Every child is recognised as a unique individual. We celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. We provide enhancement opportunities to engage learning and believe that childhood should be a happy, investigative and enquiring time where there are no limits to curiosity and there is a thirst for new experiences and knowledge.

Children leave our school with a sense of belonging to a tightly knit community where they have the confidence and skills to make decisions, self-evaluate, make connections and become lifelong learners.

### **Our core values:**

- Excellence in all areas of school life.
- A broad and challenging curriculum.
- Engaged and motivated children.
- High standards of behaviour and expectations.
- A love of lifelong learning.
- Strong and positive relationships within the community.

**"Education's starting point should not be about us. It should be about them, their needs, their aspirations and goals."**

*(Dr Maggie Atkinson, Children's Commissioner for England September 2013)*

## **The importance of Design and Technology**

‘Design and Technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others’ needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.’

*The 2014 Primary National Curriculum in England, Design and technology*

## **Aims and Purposes**

The national curriculum for design and technology (DT) 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.

## **Expectations**

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study (The 2014 Primary National Curriculum in England, Design and technology).

## **Organisation, Planning and Linking with other subjects**

DT is delivered through our Learning Challenge Curriculum and links are made across the curriculum within other subjects (please refer to Curriculum Policy). DT planning can be found clearly identified on Long Term Plans and embedded within theme planning. Children build upon prior learning to give a progression through year groups. They are given the opportunity to work as a class, as part of a group or as an individual. The choice of class organisation will be determined by; the learning task or activity, the nature of the theme and the resources being used. Children in the Early Years Foundation Stage are given the opportunity to explore and use media and materials and to be imaginative through basic and enhanced provision.

### **Assessment, Recording and Reporting**

Each child's performance in Design Technology will be assessed by the teacher against the end of year expectations. Pupil progress will be reported to parents at consultation evenings and via the child's end of year report. Children are given opportunities to self-assess their own achievement and progress through the self-selection of 'Wow' pieces throughout the year. Pupils self-reflection at Dovecot is very powerful in them achieving further success. We promote resilient, problem solving learners who are very articulate and can talk through problems. These skills are at the heart of our design curriculum and children use them to really explore and become passionate, curious and experimental in design.

### **Inclusion and differentiation**

In order to provide all pupils with relevant and appropriate work at each stage:

- We set suitable learning challenges
- Respond to pupils' diverse needs
- Endeavour to overcome potential barriers to learning

### **The Role of the Subject Leader**

- To advise colleagues, where necessary, on the development of planning and delivering the curriculum.
- To keep up to date with developments in design and technology education passing this on to other members of staff.
- To monitor and evaluate progress in design and technology to liaise with senior management on any action necessary.
- To liaise with appropriate bodies e.g. other primary schools, governors, the LA etc. concerning matters relating to design and technology
- To monitor learning in design and technology by working alongside colleagues and by viewing children's achievements.

### **Resources**

The location and storage of many consumable items can be found in the Key Stage areas and class teachers are responsible for informing the Subject leader when new stock is required. Some tools (e.g. hammers, clamps, junior hack saws) and non-consumable items can be found in the Art/ DT cupboard located in the main foyer of the school. Food preparation and cooking equipment is to be found in the staffroom.

### **Home Learning**

Home learning in Design and Technology will be set in line with school policy and parents are invited in to home learning celebration events throughout the year.

## **Health and Safety**

When working with tools, equipment and materials, in practical activities and in different environments, including those that are unfamiliar, pupils should be taught:

- About hazards, risks and risk control
- To recognise hazards, assess consequent risks and take steps to control the risks to themselves and others
- To use the information to assess the immediate and cumulative risks
- To manage the environment to ensure the health and safety of themselves and others
- To explain the steps they take to control risks.

Teachers will include in their medium term planning, a risk assessment outlining tools and materials which could pose a possible risk to pupils/staff using them.