VENN

Griffin Primary School

Design and Technology Policy

Reviewed By	Approved By	Date of Approval	Version Approved
Donna Garrod	Governing Body	5.5.21	1.0

1. Aims:

Design and technology is an inspiring, rigorous and practical subject. At Griffin Primary School, our vision is to use creativity and imagination when pupils design and make products to solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. Children at Griffin Primary School will acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. They learn how to take risks, become 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 wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

2. DT intent:

- To understand the importance of design and technology in the modern world and historically.
- For children to gain the knowledge which enables them to explain how things work.
- To give children the opportunities to explore products, design and make their own.
- To give children the experience of using a range of tools and allowing them to select the ones they think will be most fit for purpose.
- To enable children to critically evaluate their own work and learn from the evaluation of others.

3. DT implementation and impact:

DT is taught in a block of one week (6 sessions) this allows the children to focus on the termly skills, design and make a high-quality product.

4. Subject provision across the whole school:

EYFS:

Starting in the Early Years Foundation Stage (EYFS) pupils explore and use a variety of media and materials through a combination of child initiated and adult directed activities. They are given opportunities in the learning environment to explore textures and movement whilst developing an understanding that they can manipulate and create effects to express their own ideas. To do this they develop the skills to use tools and techniques competently and appropriately to construct, with a purpose in mind, using a variety of resources and adapting work where necessary.

KS1 and KS2:

The teaching of design and technology across key stage 1 and 2 follows the National Curriculum. It is implemented in the following sequence of sessions:

1) Evaluating Existing Products
2) Focused Practical Activity
3) Design
4 and 5) Make sessions
6) Evaluating their Product.

Children design products with a purpose in mind and an intended user of the products.

Food technology is implemented across the school with children developing an understanding of where food comes from, the importance of a varied and healthy diet and how to prepare this.

Children will also develop their knowledge and understanding of textiles, woodwork and mechanical/electrical systems following the lesson sequence of investigate, focused practical task, designing, making and evaluating.

Design and technology is a crucial part of school life and learning and it is for this reason, that as a school, we are dedicated to the teaching and delivery of a high quality design and technology curriculum; through well planned and resourced projects and experiences.

5. Assessment for Learning:

Teachers will assess children's work in Design and Technology by making teacher assessment judgements during lessons. Evidence may be seen in books, on 2D displays and most commonly though 3D models and photographs of children's work.

Once a unit of work has been completed, a teacher assessment judgement is made about the work of each pupil in relation to the National Curriculum Age Related Expectations and the Griffin progression of skills document. Teachers formally assess the children's work using the online assessment tool, O Track. The children are assessed as Working Towards, Expected or Greater Depth.

6. Resources:

The school has a wide range of resources to support the teaching of Design and Technology across the school. Classrooms have a range of everyday resources, with the more specialised equipment being kept in the Creative Room and art cupboards.

7. Health and Safety:

In Design and Technology, the general teaching requirement for health and safety applies. Children are taught how to follow proper procedures when using tools and materials and for food safety and hygiene. These procedures will be modelled by the adults in the room throughout the lessons.

8. Role of Subject Lead:

It is the responsibility of the subject leader to monitor the standards of children's work and the quality of teaching and learning in Design and Technology. Monitoring may involve looking at planning, scrutinising work, lesson observations and pupil voice. Pupil voice is valued and helps to inform the vision and aims of Design and Technology across the school, pupils are interviewed to gain an insight into the subject. The subject leader produces an annual action plan for the development of Design and Technology and also reports termly to the governing body.

This policy will be reviewed every two years.