

**DT Policy**

**Rationale**

Design and Technology is a foundation subject in the National Curriculum. It is found in many forms: clothes, books, home wear, sports wear - products which have been designed to help people with their needs. Design and Technology is part of every child's immediate experience. The subject encourages children to become creative problem-solvers, both as individuals and as part of a team. It enables them to identify needs and opportunities and to respond by developing ideas, and eventually making a range of products. Through the study of design and technology, they combine practical skills with an understanding of aesthetic, social and environmental issues, as well as of the products functions. This allows them to reflect on and evaluate past and present design and technology. Design and technology helps all children to become discriminating and informed consumers and potential innovators.

**Aims**

Teaching should ensure that investigating and making includes exploring and developing ideas and evaluating and developing work.

* To enable children to talk about how things work, (using appropriate vocabulary) and to draw and model their ideas.
* To develop imaginative thinking in children and to enable them to talk about what they like and dislike when designing and making things.
* To foster enjoyment, satisfaction and purpose in designing and making things.
* To provide pupils with the opportunity to work individually, in pairs and group situations.
* To help children appreciate the need to take account of the necessity for safety, both for themselves and those around them. To encourage children to select appropriate tools and techniques for making a product, whilst following safe procedures.
* To help children develop skills and knowledge of tools and different materials.
* To help children develop an understanding of food products and their impact of their health.
* Children are always encouraged to work to the best of their ability.

**Objectives**

In all classes, there are children of differing ability. Pupils with special needs or a disability may require tasks to be broken down into stages each providing an opportunity for positive reinforcement and encouragement. Tasks and materials will need to be selected with particular care to ensure that

success is achievable. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

* Setting common tasks that are open-ended and can have a variety of results.
* Setting tasks of increasing difficulty.
* Allowing children to work individually, in pairs and collaboratively.
* Providing a range of challenges through the provision of different resources.
* Using additional adults to support the work of individual children or small groups.
* Study products and applications and know how these meet needs in everyday life.
* Providing pupils with opportunities to investigate design and develop products that meet real needs.
* Encouraging pupils to draw on their knowledge and experiences when designing and making.
* Consider the importance of quality when designing and making.
* Ensure the product meets their design specification and is sufficiently well finished to carry out its function.
* Work on focused tasks designed to develop and practise specific skills and add to their knowledge.
* Providing pupils with a wide range of materials and tools.
* Build on a range of techniques for working with materials and understand when and how to apply them.
* Ensuring pupils have time to evaluate their own work.
* Feed back to pupils should be given during the lesson where appropriate and suggestions given for possible paths to explore.

**Health and Safety**

A safe working environment and ways of working need to be encouraged from the earliest stage and safe practices should be understood by all.

All areas must be in the direct vision of the teacher and there should be enough space for each child or group to work comfortably.

Teachers should be aware of any physical limitations which a pupil may suffer e.g. height disability, poor eyesight or hearing, and make suitable arrangements to allow the pupil to operate sensibly.

Risk assessments will be completed for any practical activity which requires the children to use tools.

**Working with Food**

Cooking utensils and work areas should be kept meticulously clean. Children should learn simple personal hygiene rules such as wearing a clean apron, washing hands before handling food and not eating food as they are cooking.

**Tools**

Training children to use tools properly:

(a) Saws

 Never saw directly on the table. Always use a bench hook or G-clamp. Show the children how to start a saw cut by drawing the saw towards themselves to make a notch. When sawing, the effort is needed on the push stroke. Keep your hand and arm in line with the saw cut and your thumb tucked in.

Support the material when nearly finished to prevent splintering.

(b) Drills

Children need to be shown how to change twist drills, how to hold a hand drill and how to keep it at right angles to their work. When drilling, turn the handle in a clockwise direction and continue turning the same way when removing the drill bit from the hole.

(c) Glue guns

Children should be taught how to use glue guns sensibly and safely.

**ICT**

Design and technology and ICT

Information and communication technology enhances the teaching of design and technology, wherever appropriate, in all key stages. Children use software to enhance their skills in designing and making things. Younger children are able to use simple drawing soft wear to illustrate their designs. Older children use an ICT control program to control mechanisms and to get them to move in different ways. The children also use ICT to collect information and to present their designs through a range of design and presentation software.

Children will be able to develop their information and communication technology skills in a variety of ways, such as:

• Using the internet to investigate products.

• Using drawing software to create designs and write codes to control models.

• Pupils will be undertaking individual and group projects in DT.

• Pupils will have time to reflect on and talk about their work.

• Pupils will develop an understanding of a range of different technological processes.

• Resources are kept in the Art/ DT stock room.

**Early Years Foundation Stage**

We encourage creative work in the Pre School, Nursery and Reception class, as this is part of the Foundation Stage Curriculum. We relate the children's creative development to the objectives set out in Development Matters and the Early Learning Goals, which underpin the curriculum planning for children up to five. The children's learning includes art, music, dance, role-play and imaginative play. The range of experience encourages children to make connections between one area of learning and another, and so extends their understanding.

We provide a rich environment in which we encourage and value creativity. Children are engaged in a wide range of activities, and their responses involve the various senses. The activities that they take part in are imaginative and enjoyable.

**Assessment for Learning**

* Teachers’ planning records experiences and skills that have been introduced.
* Teachers assess children's work in design and technology by making assessments as they observe them working during lessons. They record the progress that children make by assessing the children's work against the learning objectives for their lessons and the specific skills taught.(see progression in skills document)
* Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.
* At the end of each theme, teachers make a judgement against the National Curriculum levels of attainment.
* Teachers then use the levels that they record to plan the future work of each child, and to make an annual assessment of progress for each child, as part of the annual report to parents. Each teacher passes this information on to the next teacher at the end of each year. This helps to ensure that our teaching is matched to the child’s needs.
* Involve pupils in evaluating their own work and their own learning.

**Reporting**

* Reporting is done informally in the Autumn Term and Spring Terms via parents‛ evenings and in the Summer Term through a written report.
* Reporting on D.T. will focus on each child's planning and skills acquired when making.
* Teachers are available for any parent to see concerning the pupils progress.

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