



# Water Primary School

## Design and Technology Policy



Steve Jobs

Member of staff responsible: Emma Smith

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## **MISSION STATEMENT**

At Water School our aim is to teach to inspire, motivate and nurture the next generation of creative and critical thinkers. We work in partnership with parents and the community to achieve the highest standards. Our main goal is to encourage our children to be resilient, respectful and independent learners, who are equipped for lifelong learning. Through stimulating, safe learning environments and excellent opportunities to succeed in and out of the classroom, we encourage children's progress and achievements.

## **AIMS**

At Water, we understand that Design and Technology involves applying knowledge and skills when designing and making products. The activities in school will give our children opportunities to use a range of materials and processes, and to work independently or as part of a team.

Our school aims to:

- develop imaginative thinking in children and to enable them to talk about what they like and dislike when designing and making
- enable children to talk about how things work and to draw and model their ideas
- encourage children to select appropriate tools and techniques for making a product, whilst following safe procedures
- explore attitudes towards the made world and how we live and work within it
- develop an understanding of technological processes, products and their manufacture, and their contribution to our society

## **CURRICULUM AND SCHOOL ORGANISATION**

In order to achieve these aims, design and technology is planned as part of our class topics. Our objectives are derived from the national curriculum and we ensure most topics have a D&T focus which offers children the opportunity to work individually or in groups in a balanced programme of design and technology. The children are encouraged to further their abilities through practice as well as using art in cross curricular activities.

The National Curriculum (2014) states:

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.

## **PLANNING AND DELIVERY**

Planning is used to:

- set clear and achievable goals;
- ensure work is matched to pupils' abilities, experience and interests;
- ensure progression, continuity and subject coverage throughout the School.
- set high expectations and provide opportunities for all pupils to achieve regardless of race, gender or disability.

Design and Technology will engage the children in a broad range of designing and making activities which involve a variety of methods of communication, eg speaking, designing, drawing, assembling, making, writing and using information and communication technology. These activities can be differentiated through careful planning and the selection of resources which are appropriate for different ages and abilities. The D&T skill should link to the topics for that half term and throughout the year there should be a wide range of D&T skills taught including working with different materials, designing and making as well as cooking. EYFS should follow the National EYFS framework for objectives.

## **ICT**

Pupils will be given opportunities to use ICT to aid their design and technology learning including using programmes such as Purple Mash and also the internet to help aid activities. When using ICT, our ICT policy will be followed.

## **ASSESSMENT, RECORD KEEPING AND RECORDING**

Assessment is generally the responsibility of the class teacher and is used to:

- Plan future teaching and learning.
- Provide summative information for parents and teachers.

A range of assessment techniques is used including:

- Teacher observation of children working.
- Discussion with and questioning of pupils.
- Marking and evaluation of any written work.
- Taking pictures of the process and the final piece of work.
- Evaluation of completed work – by the children as well as the teacher.
- Using national curriculum objectives and assess pupils against these.

## **EQUAL OPPORTUNITIES.**

It is the responsibility of all teachers to ensure that all pupils, irrespective of gender, ability, race and social circumstance, have access to the design and technology curriculum and make the greatest progress possible.

## **SPECIAL EDUCATIONAL NEEDS / INCLUSION.**

The school will work to ensure that all pupils including those with special educational needs are provided with an appropriate design and technology curriculum. In order to achieve this, teachers will work to:

- Set suitable learning challenges.
- Respond to pupils' diverse learning needs.
- Overcome potential barriers to learning and assessment for individuals and groups of pupils.

See SEND adaptation document for more details.

## **AGT**

Able, Gifted and Talented children should be identified and noted on the school AGT register. Appropriate opportunities should be provided for them to share and develop their talents. The teacher should ensure that children are suitably challenged and extended within the lessons.

## **RESOURCES**

Resources are stored in the Art cupboards (Kitchen area) and paper and card can be taken from the paper cupboard by the school offices. It is the teacher's responsibility to look after the resources and the coordinators role to replenish the products.

## **Intent**

At Water Primary we intend that children should master Design and Technology to such an extent that they can go on to have careers within Design and Technology and make use of design and technology effectively in their everyday lives.

Our children will be taught Design and Technology in a way that ensures progression of skills, and follows a sequence to build on previous learning. They will gain experience and skills of a wide range of formal elements of design and concepts of technology in a way that will enhance their learning opportunities, enabling them to use design and technology across a range of subjects to be creative and solve problems, ensuring they make progress.

## **Implementation**

At Water Primary we follow the Kapow Scheme of work. We ensure a broad and balanced Design and Technology curriculum that builds on previous learning and provides both support and challenge for learners. We follow a scheme that ensures progression of skills and covers all aspects of the Design and Technology curriculum.

Children's work and pictures of their work will be stored on the teachers drive and shared on the 'Water Curriculum' section of the website for reference and assessment.

We want to ensure that Design and Technology is embedded in our whole school curriculum and that opportunities for enhancing learning by using design and technology are always taken.

## **Impact**

Our children enjoy and value Design and Technology and know why they are doing things, not just how. Children will understand and appreciate the value of Design and Technology in the context of their personal wellbeing and the creative and cultural industries and their many career opportunities.

Progress in Design and Technology is demonstrated through regularly reviewing and scrutinising children's work, in accordance with our Design and Technology assessment policy to ensure that progression of skills is taking place. Namely through:

- Looking at pupils' work, especially over time as they gain skills and knowledge
- Observing how they perform in lessons
- Talking to them about what they know.

The Design and Technology curriculum will contribute to children's personal development in creativity, independence, judgement and self-reflection. This would be seen in them being able to talk confidently about their work, and sharing their work with others. Progress will be shown through outcomes and through the important record of the process leading to them.