

# St Ippolyts CE (Aided) Primary School

"Love one another. As I have loved you, so you must love one another"

John 13:34



## Design and Technology Policy

Date of Issue: September 2022

## **Introduction**

The policy outlines the teaching and learning of design and technology. The implementation of the policy will be the responsibility of all teaching staff and it will be monitored by the head teacher.

## **Aims of Design and Technology**

- The aim of the school is to develop designing and making skills, knowledge and understanding to the best of each child's ability, using a range of tools, materials and components safely.
- Create an interest and enthusiasm for designing and making for children of all abilities.
- Provide a range of activities to develop the children's capability and confidence in their own ideas.
- Help children develop an ability to criticise constructively and evaluate their own products and those of others.

## **Teaching and learning style**

The school uses a variety of teaching and learning styles in design and technology lessons. Lessons are topic based ensuring a variety of skills are covered. The principal aim is to develop children's knowledge, skills and understanding in design and technology ensuring children design, make, evaluate, use and understand technical knowledge which is progressive throughout the school as stated in the National Curriculum. Teachers ensure that the children apply their knowledge and understanding when developing ideas, planning and making products and then evaluating them. We do this through a mixture of whole-class teaching and individual/group activities. Within lessons, we give children the opportunity both to work on their own and to collaborate with others, listening to other children's ideas and treating these with respect. Children critically evaluate existing products, their own work and that of others. They have the opportunity to use a wide range of materials and resources, including computer based work as well as looking at key individuals who have been influential within this area.

## **Learning Outcome**

Design and Technology offers a broad range of practical experiences to create innovative designs which solve real and relevant problems within a variety of different contexts. The design process is fundamental and runs throughout the units taught in class. It encourages children to identify real and relevant problems, critically evaluate existing products and then take risks and innovate when designing and creating solutions to the problems. Children will reflect, evaluate and improve on prototypes using design criteria. Opportunities are provided for children to evaluate key events and individuals who have helped shape the world, showing the real impact of design and technology on the wider environment and helping to inspire children to become the next generation of innovators. The impact of Design and Technology can also be measured through key questioning skills built into lessons, child-led assessment such as success criteria grids, targets and grids and summative assessments aimed at targeting next steps in learning.

## **Equal Opportunities**

We believe that it is important for all children to experience the range of design and technology activities. We will use opportunities within design and technology to challenge stereotypes.

## **Special Needs**

All children will be encouraged and supported to develop design and technological capability through a range of materials. We recognise the importance of identifying the specific difficulties that individual

children might have in design and technology so that appropriate teaching and organisational strategies can be adopted.

## **The Foundation Stage**

Children in reception are encouraged to develop their skills, knowledge and understanding to help them make sense of their world as an integral part of the school's work. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the development of the children's knowledge and understanding of the world to the objectives set out in 'EYFS Development Matters'. These topics are covered in the areas 'Communication and Language' 'Understanding the World' 'Physical Development' and 'Expressive Arts and Design. This learning forms the foundations for later work in design and technology. These early experiences include asking questions about how things work, investigating and using a variety of construction kits, materials, tools and products, developing making skills and handling appropriate tools and construction material safely and with increasing control.

We provide a range of experiences that encourage exploration, observation, problem solving and discussion. These activities, indoors and outdoors, attract the children's interest and curiosity.

## **Assessment recording and reporting**

An annual report to parents details progress and achievements made in design and making. Examples of work including photographs will be kept for a school portfolio to demonstrate progressive learning throughout the school years.

## **Resources**

### **Key Stage 1**

A limited range of materials and tools will be provided for key stage 1 children:

- Paper, card, reclaimed materials, textiles, square section wood, doweling, wheels, cotton reels, construction kits

These will be class based resources

- hole punches, scissors,

All other resources will be stored in a central location in Class 2s Design and Technology cupboard.

### **Key Stage 2**

Children will have access to the above materials and tools and in addition: Glue gun [low temperature melt], wire strippers, rotary cutters [Year 6], hand drill, foam board, materials for frameworks. These materials will be centrally stored and will be introduced to the children through focused activities as indicated in the units of work. Motors, switches, buzzers, bulbs, bulb holders, pulleys are kept in a central store. These will be labelled and kept in the science cupboards outside Class 4. All other resources will be stored in a central location in Class 2s Design and Technology cupboard.

## **Health and Safety**

Teachers will always teach the safe use of tools and equipment and insist on good practise. Children will be taught to return tools when not in use. Craft knives and rotary cutters will only be used by responsible year 6 children under direct supervision. When a glue gun is purchased for the school it will be used by key stage 2 children under supervision.

## **Food hygiene and safety**

With the curriculum kitchen food will be bought and used when it is needed. Adults will teach the importance of food hygiene by ensuring that surfaces are clean, both adults and children will wear

aprons, tie long hair back and wash hands before and after working with food. Safety will be taught to children especially when handling sharp equipment or electrical items such as knives or whisks.

### **Role of the coordinator**

#### **The coordinator will:**

- lead the development of design and technology in the school
- provide guidance to individual members of staff
- Keep up to date with local and national developments in design and technology and disseminate relevant information. Providing training where necessary.
- Review and monitor the progress of planned units of work
- Order stock linked to planned units of work
- Be responsible for the organisation and management of resources
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#### **Evaluation and review**

We see our policy as a working document and we plan to review this policy periodically.

Date for review: September 2025