
Eastfield Primary School



DT Policy

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Design & Technology Policy

Reviewed July 2019

Introduction

This document is a statement of the aims, principles and strategies for teaching and learning of Design and Technology at Eastfield Primary School.

What is Design and Technology (D&T)?

Design and Technology is the process of designing, making and evaluating products fit for a purpose or improving, refining and extending the use of existing products. It involves the creative application of the principles of science to solve practical problems and is subject to the constraints of economics and social acceptability.

Aims

Our aims in teaching D&T are that all children will:

- develop the knowledge, skills and understanding necessary to design, make and evaluate products fit for a purpose.
- develop the practical skills to work with a wide range of materials and components.
- develop understanding of control systems, energy and structures.
- become aware of the impact of technology and its contribution to the quality of life.

Principles of the Teaching and Learning of Design and Technology

Design and Technology is important because:

- the designing and making of products is a pleasurable activity which can provide fulfilment throughout life
- technological capability is essential to living and working in a technological society.

Design and Technology is a foundation subject in the National Curriculum. The fundamental skills knowledge and concepts of the subject are set out in "Design and Technology in the National Curriculum" where the single programme of study is divided into 3 main sections:

- designing skills and making skills, including planning and evaluating
- knowledge and understanding
- the range of activities required to ensure development of capability.

Planning a Skills Based Curriculum

D.T is planned and taught through a specific topic and focuses on the skills required to use a variety of tools and media. All research, progression, development and work should relate to the topic. Medium term plans focus on coverage and have references to National Curriculum Breadth of Study Codes. Skills are progressive and teachers should refer to the long term plan put in place by the D.T co-ordinator to ensure that each year group is covering the correct areas and skills.

Teaching Approaches and Methods

The predominant mode of working in D&T is co-operative group work although individual work and class teaching are used where appropriate. Within this structure:

- groups, usually of mixed ability children, are encouraged to develop inter-personal skills through discussion, enquiry and negotiation and working as part of a team.

There is no specialist teaching in D&T, it is taught by class teachers.

Pupils with special needs receive support from the class teacher or ASA to undertake exercises or projects geared to their level of ability and to take an effective and valuable role in mixed ability co-operative group work.

They include:

- pupils with learning difficulties who may need support with reading and writing but who may have well developed practical skills in designing and making
- pupils who have difficulties with practical tasks who may need more support and extra opportunities for practice

The emphasis in our teaching of D&T is on providing opportunities for pupils to combine their designing and making skills with knowledge and understanding in order to design and make products Thus:

- work in D&T draws on knowledge from all other subjects of the curriculum especially science, mathematics and art

Excellence in D&T is celebrated in display and presentation including:

- suitably mounted displays in classrooms and throughout the school
- competitions for published materials such as calendars, Christmas cards, posters, street signs etc.
- presentation and display of work in assemblies and other public occasions.
- Portfolio of examples of D&T work throughout the school.
- Publishing on social media such as the school website and Twitter

The role of the D & T Co-ordinator is to:

- take the lead in policy development and ensure progression and continuity in Design and Technology throughout the school
- support colleagues in their development of detailed work plans and implementation of the scheme of work
- monitor progress in Design and Technology and advise the head on action needed
- take responsibility for the purchase and organisation of central resources for Design and Technology
- keep up-to-date with developments in Design and Technology education and disseminate information to colleagues as appropriate.

Feedback to pupils about their own progress in Design and Technology is achieved through the marking of work. Effective marking:

- aims to help children learn, not to find fault, and to be positive and constructive
- is done while a task is being carried out through discussion between child and teacher of written work and design drawings.

Strategies for the Use of Resources:

Central resources in D&T are the responsibility of the Design and Technology co-ordinator who has a small budget available. They include:

- a variety of tools and materials for cutting, shaping, joining and combining materials
- paper, card and junk modelling materials
- plasticine
- construction kits appropriate to the age of the pupils.
- electrical kits
- a range of stiff and flexible sheet materials (e.g. wood, plastics)
- mouldable materials
- textiles
- electrical and mechanical components.

Health and safety issues in D&T include:

- use of materials, tools and techniques in accordance with health and safety requirements
- appropriate storage of tools and materials
- teaching pupils to recognise hazards in a range of products, activities and environments and take action to control the risks to themselves and others. (See Health and Safety policy)

D&T links with business

We feel that it is important to foster links with business and industry wherever possible for the purpose of:

- inspiring and motivating the children.
- Showing children the links between D&T in school and its uses in the workplace/ wider society.