

# St George's Church of England



## Primary School

### DESIGN AND TECHNOLOGY POLICY

Date of policy: January 2022

Review date: January 2023

Formulated by

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Design and Technology Subject Leaders

## **Rationale:**

At St George's Church of England Primary School, we believe that good teaching of Design Technology offers pupils the opportunity to stimulate creativity and imagination and is an important area of children's learning. Working through the processes of Design, Make and Evaluate within a purposeful activity encourages children to engage and think through the use of a variety of different materials. Children are taught the skills of planning and developing, refining and reflecting before creating a product. They are encouraged to think creatively and build upon skills taught in previous year groups.

It should equip children to ask questions, think critically, and creatively, promoting enquiring minds within individuals through creative opportunities, such as visits and workshops, themed weeks, as well as creative and challenging teaching of Design and Technology skills and processes within our own school environment. Providing these opportunities will develop the children's love of learning and stay with them throughout their lives.

## **Aims:**

A high-quality education in Design Technology should engage, inspire and challenge pupils. The teaching and learning should equip them with the knowledge and skills to experiment, invent and create their own products for a variety of purposes. It should encourage children to think critically and develop a more rigorous understanding of different design techniques as well as teach them about how DT has shaped our landscapes and contributes to the culture, creativity and wealth of our nation.

Our school aims for the Design and Technology curriculum reflect those of the new National Curriculum.

We aim for pupils to;

- produce creative work, exploring their ideas and recording their experiences
- to become proficient in designing, making and evaluating using the appropriate language.
- to evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- to understand how key events and individuals in design and technology have helped shape the world
- to understand and apply the principles of a healthy and varied diet

## **Teaching of Design Technology:**

DT can be found in the Early Years Foundation Stage within the specific area of learning 'expressive arts and design'. Expressive arts and design involves supporting children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas, and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

DT across the school is taught following the Kapow scheme of work. Children will be taught to follow the steps of Designing, Making and Evaluating when looking at creating a product as well as showing an understanding of the technical knowledge behind what makes things work.

The teaching of cookery skills also falls within the DT subject area; children will be taught about food preparation, nutrition and cooking.

## **Assessment and Monitoring of Design Technology:**

Evidence of work completed should be retained as a working record for the children. In Reception this should be in the form of photographs and observations and in Key Stage One and Two through photographs and written work within their DT folder to show their progression in the skills taught.

## **Wider Opportunities:**

Where possible teachers are encouraged to take the children on Educational Visits to supplement the teaching of Learning Journey and workshops are often used to support children's learning within DT.

## **Equal Opportunities**

All children have the same access and entitlement to high quality teaching and learning in this school, this is monitored through assessment. Particular vulnerable groups are monitored within this process to ensure their progress and wellbeing.

Our members of staff are treated fairly and are given information and support. We ensure equal access to training and CPD (professional development) to ensure that teaching, learning and assessment are very effective, and that skills are updated regularly through sharing information given at subject leader meetings and that this is filtered through the school.