

## **Ashton Gate ‘Creative thinkers for life’**

### **Design and Technology Policy**

#### **Introduction**

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

#### **Aims**

Our intention is to ensure that the children are taught the subject of Design and Technology as specified in the National Curriculum. Beyond this, we aim to engage pupils with the highest quality of learning where they can explore the subject and its attributes to the fullest. This is implemented through carefully considered and well-developed units of work which rely on the National Curriculum, links to the real world, leading organisations and staff expertise. The impact of this will prepare pupils to participate in an ever changing technological world by becoming discriminating, informed users and innovators of products. Pupils will learn to think creatively to improve the quality of life by looking for and responding to human needs, wants and interests. They combine their understanding of relevant and past design and technology with practical skills to design, make and evaluate their own products.

#### **Curriculum Drivers**

DT provision within the school is developed with our curriculum drivers in mind:

- Independence. Children are able to work through projects independently given all the requisite resources and support to do so. This enables the development of problem solving, evaluation and resilience, and the confidence that comes from knowing they can independently tackle challenges alone.
- Cultural Diversity. This is embedded and celebrated within projects, whether that be through the links with differing topics or through the discussions of a variety of prominent figures in the field.
- Equality. The curriculum is planned to allow all children to achieve in Design and Technology and to support their progress.

#### **Curriculum**

Design and Technology offers children the opportunity to:

- Develop their capability to create high quality products through combining their designing and making skills with their knowledge and understanding
- Nurture creativity and innovation

- Explore values and attitudes towards the made-world and how we live and work within it
- Develop an understanding of products and processes and their contribution to our society
- Research and explore past design and technology and use this knowledge in their own designing
- To develop an understanding of health and nutrition and how to cook. Develop an attitude that is conscious of what a healthy lifestyle is and how food contributes towards this.

### **Teaching and learning in Design and Technology**

In Key Stages 1 and 2 Design and Technology is taught through the teaching of well-planned lessons using the National Curriculum and other programmes of studies that the teaching staff may choose. In the Foundation stage it is taught in a very hands-on and child led way following the guidance in the Early Years Foundation Stage Curriculum. All lessons are planned and adapted to teach them in the most beneficial way ensuring that Design and technology remains the main focus of the lessons when stipulated to be so in the planning.

Key Stages 1 and 2 - Each aspect of Design and Technology is visited at least once in both Key Stage 1 and Key Stage 2. (With the exception of Electricity, this is only required to be taught in Key Stage 2 and is cross-curricular with Science.) Every class carries out three Design and Technology projects per year, one of which must be a food based project. In Key Stage 2 children are given the opportunity to look at key events and individuals in Design and Technology that have helped shape the world.

Foundation Stage – In our Reception classes the children are given the opportunity to find out about the world they live in and the role D&T plays within it through a number of ways.

- Asking questions about how things work
- Learning about a variety of customs and cultures
- Investigating and using a number of construction kits, materials, tools and products.
- Developing making skills.

This wide range of Design and Technology experiences the children encounter in the Foundation Stage provides a strong basis for future learning in Design and Technology in Key Stages 1 and 2.

The high quality teaching and learning of Design and Technology within the school is achieved through curriculum development, support from Design and Technology leads, expert visitors, strong resources and staff education.

### **Equal Opportunities**

At Ashton Gate we are committed to providing a teaching and learning environment that allows all children to thrive and reach their potential. All teachers provide suitable learning

opportunities for children, recognising that many children have individual needs and ensuring these needs are catered for in Design and Technology lessons. This includes providing adult support and appropriate equipment and materials to enable all children to access the Design and Technology curriculum. Teachers are aware of children who have a particular talent for Design and technology and aim to provide additional challenges for these children where appropriate.

### **Assessment**

Children's progress in Design and Technology is monitored throughout the year and reported on to parents in end of year reports. A whole school monitoring and recording system is in place for teachers to use to assess children's progress in Design and Technology each year. Annual scrutinies will be carried out by the DT co-ordinators to ensure children are making progress.

### **Resources**

All Design and technology resources are kept in labelled storage boxes in the resource room. This is located half way up the end staircase in the junior building in Ashton and in the art room at Upton. Each year group are given their budget allowance to order appropriate resources for their year's DT teaching. These orders will be signed off by the subject leader.

### **Health and Safety**

The safety of the children is the responsibility of the class teacher. All staff must complete a risk assessment on materials being used/lessons being taught. All staff take part in Health and Safety meetings and are aware of how risk assessing is carried out and the school's policy on this.

### **Role of the Subject Leader**

- To lead the development of Design and Technology in the school
- To provide guidance on the teaching and learning of design and Technology in school
- Order, organise and maintain Design and Technology resources
- Lead the development of the Design and Technology curriculum and give guidance on assessment, recording and reporting
- Keep up to date with local and national developments in Design and Technology.
- Monitor Design and Technology teaching through triangulation of evidence from book scrutinies, pupil voice and observations.

Reviewed by Matt Considine and Catherine Hanley

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