



Wilkinson Primary School
Design and Technology Policy - Contents

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Introduction

This policy expresses the school's purpose for the teaching and learning of Design and Technology. It sets out our intention; the implementation of the curriculum, and assessment and monitoring based on the Design and Technology programmes of study (POS) for Key Stages 1 and 2 (DfE September 2014).

Context

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. Therefore ...



INTENT

It is our intent at Wilkinson Primary School that all our children will aspire to use Design and Technology to solve real and relevant problems; use creativity and imagination to design and make products; becoming resourceful, innovative, enterprising and capable, understanding how design and technology contributes to the creativity, culture, wealth and well-being of the nation.

At Wilkinson Primary School we recognise that pupils are entitled to a high quality, structured and progressive Design and Technology curriculum that will engage, inspire and challenge learners, and allow and equip them to reach their potential in expression, creativity and technical knowledge.

Therefore, it is our intent to:

- Provide a relevant, challenging and enjoyable curriculum for Design and Technology for all pupils which at least meets the requirements of the national curriculum programmes of study for Design and Technology.
- Encourage pupils' development of creative, imaginative and practical design, product creation and evaluation and skills through a balanced and progressive programme of activities.
- Develop and improve pupil's skills in:
 - Designing
 - Making
 - Evaluating
 - The application of Technical Knowledge
 - Designing creative menus to suit dietary, nutritional and seasonal requirements.
- Develop and improve pupil's application of technical knowledge and cooking skills techniques in practical work including:
 - Construction
 - Structures
 - Mechanisms
 - Textiles
 - Cooking
 - Electrical
 - Computing
- Develop imagination, creativity, natural curiosity, and technical ability using a wide range of stimuli, materials and processes to develop the ability to communicate and express creative ideas and reflect on own work.
- Use appropriate technical vocabulary to communicate ideas.



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- Develop exploration and appreciation of design and technology.
- Develop the attitudes of critical reflection, enjoyment, curiosity, co-operation, turn taking, creativity, inventiveness and open mindedness.
- Explore and express their ideas and feelings through investigating how technology alleviates social, environmental and moral issues and through producing creative designs of their own to this end.
- Pupils should be taught about the work of product designers, architects, chefs, engineers and skilled labourers.
- Pupils should be taught to use materials, tools and techniques for practical work safely.

Show Pride and Respect in all that we do

IMPLEMENTATION

Purpose

- The Design and Technology Subject Leader, and leadership team, support staff to deliver a high quality Design and Technology education.
- DT is an ongoing process through which learners are given opportunities to develop specific skills, knowledge and understanding to enable them to make progress in
 - Designing including; understanding contexts, users and purpose and to generate, develop, model and communicate ideas.
 - Making products including; planning products, Using practical skills and techniques.
 - Technical Knowledge including; making the product work
 - Evaluating including; their own ideas and products, existing products, and about key events and individuals prominent in their field.

For the Early Years DT is implemented through the Expressive Arts and Design curriculum, and in part the Physical Development curriculum and lays the foundations of exploring and using media and materials and being imaginative.

- DT skills, concepts and techniques are developed through repeated opportunities, delivered through the school's scheme of work, which delivers opportunities to build new knowledge and skills on previous learning and is based on a clear skills progression.
- Pupils of all abilities will become increasingly able to use their skills and creative imagination to achieve their potential with guidance and given criteria
- Pupils have access to a variety of resources and are encouraged to reflect on the choices they make to use them.
- We expect our pupils to:
 - record responses to existing products as well as their own designs, including understanding the needs and wants the consumer;
 - show development in their ability to design, make and evaluate their products;
 - understand and apply the basic principles of DT including: designing, making, technical knowledge and application, evaluating and of cooking and nutrition.
 - realise their ideas and sustain a level of working from start to the completion of a project or a piece of work, reviewing and modifying their work as it progresses;
 - develop understanding of the work of inventors, designer, engineers, chefs and manufacturers who have developed ground breaking products, applying this knowledge to their own work;
 - respond to and evaluate products including their own and others' work.



Curriculum organisation, coverage and progression:

- Planning for Design and Technology is implemented using two core documents: the National Curriculum Programme of Study for Computing and the Statutory Framework for Early Years Foundation Stage
- Long and medium term planning has been developed to ensure coverage of the key Design and Technology skills and techniques in practical work including:
 - Construction. / Structures
 - Mechanisms
 - Textiles
 - Cooking
 - Electrical
 - Computing

Long and medium term planning ensures the coverage of a range of tools resources, enabling children to develop skills and techniques in using

- A range of tools e.g. saws, clamps
 - Construction kits
 - Mechanisms e.g. levers, pulleys, cogs and gears
 - Materials, wood, metal, plastic, cardboard including recycled materials
 - Textiles
 - Digital media
-
- Progression is ensured by basing the Long and Medium term planning on a specific skills progression.
 - Design and Technology activities are developed using the topics of the school's Creative Curriculum, ensuring that skills are taught within topics allowing the children to see purpose and context to their work.
 - Design Technology activities occur over a course of weeks, in the Creative Curriculum time. DT lessons can be 'blocked' in order to allow for the time and space to create a product.
 - Key skills in Design and Technology are taught within the Creative Curriculum but may also be integrated into learning in other curriculum areas e.g. nutrition, mechanisms and electricity in Science, control in Computing.
 - Planned activities will take account of pupils' previous experience in DT.
 - Teaching delivery will vary according to the activities being undertaken, but will include class, group and individual instruction and guidance, exposition and demonstration, and the use of questioning and discussion.
 - Teachers will ensure that the objectives of lessons, key skills and techniques to master and the criteria for success are clear to all pupils.
 - Teaching in DT will address the fact that all children will develop their ability to make products and to learn and apply knowledge at different rate. Children's differing abilities may be met through differentiations: by greater teacher support offered to individuals or small groups; by providing materials or equipment that is more suited to an individual's needs or more challenging;

by adding to the complexity of, or simplifying, a task; by providing some elements of the task already completed or organized so an individual can purely focus on the skill being taught; by focusing on skills more suited to the child's abilities or by the expected outcome of the task. All approaches need to be considered to ensure that all children, including the most able, can be working to their full potential in all art lessons.

Assessment and Reporting:

- Progress is assessed on an on-going basis against statements identified within the planning regarding what all learners, most learners and some learners will achieve. This ensures teachers are aware of individual pupil's progress in Design and Technology.
- Self and formative assessment is used by the class teacher during whole class or group teaching. Children's confidence and difficulties are observed and use to inform future planning.
- Children may use the school's self-assessment system (traffic lights) to assess their own learning.
- Open questions are used to challenge children's thinking and learning.
- Children are encouraged to evaluate their own and others' work in a positive and supportive environment, including peer assessment of the outcomes of each unit of work.
- Teacher's judgments are supported through a portfolio of evidence which provides examples of age-expected attainment.
- Information is shared with the school community through the school website, display, celebration events, newsletters, and end of year reports.

Early Years:

Creative work in the foundation class is part of the Early Years Foundation Stage Framework. The objectives set out in the Early Learning Goals underpin the curriculum planning for children aged three to five. The children's learning includes art, music, dance, role-play and imaginative play. The range of experience encourages children to make connections between one area of learning and another, and so extends their understanding. Design and Technology also encompasses fine motor skills taught through the Physical Development curriculum.

We provide a rich environment in which we encourage and value creativity. Children are engaged in a wide range of activities, and their responses involve the various senses. We give them the opportunity to work alongside specialists and other adults. The activities that they take part in are imaginative and enjoyable.



Roles and responsibilities:

- The school community works together to ensure the implementation of the Design and Technology policy.
- The subject leader is responsible for monitoring curriculum coverage and the impact of learning and teaching.
- The subject leader will support and guide the practice of teachers and support staff, and assists colleagues in the implementation of the Design and Technology curriculum.
- The subject leader will update documentation where necessary, including producing action plans for the School Development Plan, prepare bids and manage the DT budget effectively.
- The subject leader will liaise and consult with outside agencies where appropriate.
- The subject leader will ensure they have up-to-date knowledge of current issues and trends in Design and Technology.
- The subject leader will arrange for, or provide, staff training as required.
- The subject leader provides an annual report to governors on the impact of the curriculum and how resources are being effectively deployed. Governors may include Design and Technology in their learning walks around the school.
- The class teacher is responsible for planning and delivering an effective Design and Technology curriculum and integrating this into their planning for other subject areas where this is appropriate.

Monitoring:

- The impact of the Design and Technology curriculum is monitored regularly by the subject leader through pupil discussion, scrutiny of planning, sampling work, discussion with teachers, an ongoing portfolio and lesson observations.
- Feedback from monitoring is given to individuals and groups in order to improve performance.
- Systematic monitoring of all threads of Design and Technology informs the subject leader of issues for development to be included in the school development plan.

Equal opportunities:

- The school maintains its policy of equal opportunities as appropriate for Design and Technology.
- Design and Technology opportunities and equipment are made available to all pupils regardless of gender, race or abilities.
- The class teacher differentiates work by task, resource or support, to ensure the individual needs of more able and SEN pupils are met.
- It is important to note that a pupil with SEN in English or Maths (for example) will not necessarily have SEN in Design and Technology.
- The school is aware that not all pupils have the same access to Design and Technology materials at home and this is considered by staff in the planning and delivery of the curriculum – for example through the use of homework clubs or extra-curricular clubs.



Resources:

- The school has a range of resources to support the delivery of the Art and Design curriculum: ○ Available in each classroom
 - Watercolour Paint
 - Watercolour Brushes (various grades)
 - General Paint brushes (various grades)
 - Palettes
 - Scissors
 - Glue (PVA) and glue spreaders
 - Paper ○ Available in Key Stage 1 and 2
 - Backing paper
 - Sugar paper ○ Available in the Early Years
 - Paint
 - Brushes
 - Paper
 - Art and craft textures and materials
 - Printing equipment
 - Collage materials
 - Glue
 - Scissors ○ Available across school (held in the Art Store)
 - A range of papers (Crepe, tissue, sticky)
 - Drawing pencils in a range of grades
 - Specialist pencils (watercolour pencils, skin tone pencils, metallic pencils)
 - Charcoal
 - Chalk and Oil Pastels
 - Fabric paints/crayons/pencils
 - Redimix Paint
 - Printing materials (rollers, trays)
 - Polystyrene tiles, card, neoprene (materials for creating printing blocks)
 - Printing ink
 - Screen printing equipment
 - Clay
 - Clay tools and boards
 - A range of textiles (felt, binka, threads, needles)
 - Glitter
 - Glue
 - Collage/textile embellishment materials (sequins etc) ○ Digital Resources



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- A range of art apps is available on the iPads
- 2Paint a Picture available through Purple Mash

Health and safety:

Children should use items of protective clothing as appropriate; they should wear an apron or an old shirt/t-shirt from home when engaged in messy activities. Children should be encouraged to develop safe and tidy work practices.

Teachers should ensure that the use of all potentially hazardous resources is strictly supervised.

Children should be shown safe procedures for using such resources and should be made aware of dangers. If in doubt teachers should liaise with the Design and Technology Leader to ensure they are familiar with the safe procedures for using certain resources. Resources which require particular care in use include, saws, lino cutters; spray fixative, glue guns, craft knives and needles.

Sensible Strategies:

- All children using messy materials should wear 'protective clothing' e.g., old shirt from home, only when the wearing of this does not cause a risk.
- Paint used in the Foundation area is to be washable.
- Consider safety measures for the equipment to be used.
- Group size.
- Pupils who are old enough should be taught how to select, use, and clear away tools and materials.
- All children know where to find the resources.
- Monitors for DT materials where suitable.
- Buckets and bowls available for the collection of used equipment makes the process more efficient and less messy.
- Further guidance can be found in the school's health and safety policy.



Links to other Policies:

This policy links to:

- Art and Design.
- Safeguarding and Child Protection
- PSHE
- RSE
- SEND
- Science
- PE
- Health and Safety
- Data Protection
- Early Years

Review:

- This policy will be reviewed annually by the Design and Technology subject leader and leadership team and shared with the school community.

Written by:	Mrs H Foster / Mrs N Rafferty-Evans
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Approved (governors) on	
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