

Design and Technology Policy

Meir Heath Academy



Approved by:

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Introduction

Design and Technology encourages children to learn to think and intervene creatively to solve problems both as individuals and as members of a team. They are taught to look for opportunities and to respond to them by developing a range of ideas and making a range of products. At Meir Heath Academy, we believe Design and Technology plays a crucial role in nurturing creativity, problem-solving skills, and practical knowledge among our students. This policy outlines our commitment to delivering high-quality Design and Technology education.

Aims of Design & Technology

- to develop children's designing and making skills,
- to teach children the technical knowledge and understanding, within each child's ability, that will be required to complete the making of their product.
- to teach children the safe and effective use of a range of tools, materials and components,
- to develop children's understanding of the ways in which people have designed products in the past and present to meet their needs.
- to develop children's creativity and innovation through designing and making.
- to use technology devices, such as iPads, to develop children's knowledge of digital design technology

Design & Technology in relation to the National Curriculum

The national curriculum for design and technology aims to ensure that all pupils:

- *develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world*
- *build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users*
- *critique, evaluate and test their ideas and products and the work of others*
- *understand and apply the principles of nutrition and learn how to cook.*

Children will design and make a range of products. A good quality finish will be expected in all design and make activities appropriate to the age and ability of the pupil. The work covered in each year group ensures a balance of:

- investigative, disassembly and evaluative activities,
- focused practical tasks,
- designing and making assignments.

Principles of Teaching and Learning

Design and Technology will engage the children in a broad range of designing and making activities which involve a variety of methods of communication, e.g. speaking, designing, drawing, assembling, making, writing and using information and communication technology. These activities can be differentiated through careful planning and the selection of resources which are appropriate for different ages and abilities. Teachers will implement the Kapow Design and Technology scheme of work to structure our Design and Technology, ensuring progressive learning and coverage of essential Design and Technology topics. All children must be encouraged to design and make and must be stretched in designing and making. Teachers of parallel classes plan D&T using the themes to contextualise the children's making. Teachers will ensure that they have a clear idea of the skills, technical knowledge and understanding to be taught in each topic. Topics have been selected to ensure a balance of materials, skills, knowledge and understanding throughout each Key Stage. Units of work are planned to include designing and making assignments supported by focused practical tasks or skills teaching and work involving reviewing existing products. All children should have a breadth and balance of experience. Care should be taken to ensure activities

do not have a gender bias. Use of multicultural stimuli wherever possible enhances and enriches design possibilities.

Equal Opportunities and Special Needs

Teachers ensure that children have access to the range of Design & Technology activities and use opportunities within Design & Technology to challenge stereotypes. Children are encouraged and supported to develop their Design & Technology capability using a range of materials. Teachers differentiate activities within Design & Technology to ensure that the specific needs of individual children are best met.

Assessment

We believe in a broad and balanced curriculum and we assess children in the following subjects: Computing, History, Geography, Religious Education, Physical Education, Design and Technology, Art and Design, Music and Modern Foreign Language (MFL). In Design and Technology, we set targets at the beginning of the year and formally assess at the end of each term, using Arbor. We highlight and annotate the BTSA progression document (one per class) as part of our weekly planning cycle. In order to complete this document, every lesson has an exit question directly linked to the learning objective where pupils record a voice noted explanation. This allows us to see what they have achieved and what their next steps need to be. The progression documents inform our termly assessment decisions on Arbor. Progression documents are saved and completed electronically on Showbie and are a running document that gets passed on to the next year group. Each year group has a different colour to highlight (EYFS- pink, y1-blue, y2-green, y3-red, y4-yellow, y5-orange, y6-purple).

Monitoring and Evaluation

The Design and Technology Subject leader monitors planning and samples of work in all year groups on a regular basis. Findings will be shared with the senior leadership team. Meetings with the SLT are a time to share strengths and next steps.

Resource Management

The subject leader or class teacher will be responsible for ordering equipment and materials related to the topic. It is the responsibility of each class teacher to identify additional resource needs in relation to their topics. Equipment and materials have been organised in various classrooms. This will be maintained by the Design and Technology co-ordinator and other members of staff. Any shortages, breakages or losses should be reported immediately to the Design and Technology subject leader. Class teachers will encourage the use of technology devices, such as iPads to enhance learning opportunities.

Health and Safety

It is important that children are taught essential life skills to enable them to participate confidently and safely in designing and making in society. Teachers have a duty to introduce children to a wide variety of production processes and the correct tools for the task. Children must design considering health and safety issues and consequences and operate in a safe and hygienic manner when designing. The subject leader, if required, supports teachers to teach the skills necessary ensuring that children can design and make safely. Teachers can refer to Meir Heath Academy D&T National Curriculum Guidance which highlights safe practise when using tools/materials and equipment in KS1 and KS2.