



Design Technology Policy

"The Lord has done great things for us; we are glad" Psalm 126:3

Great Barton C of E Primary Academy

Art and Design Policy

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Date Approved by Governors –

Review Frequency – Bi-annually



Reviewed By -

Signature

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Comments-

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This policy covers:

1.1 Purpose of study

1.2 Aims (Intent)

1.3 Objectives (Implementation)

1.4 Roles and responsibilities (Monitoring and Impact)

1.5 Resources

1.6 Health and safety

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1.1 Purpose of study

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.

The National Curriculum 2014

1.2 Aims (Intent)

At Great Barton we aim to:

1. Develop children's capacity for imaginative and independent thought to enable them to be creative and experimental without the fear of failure.
2. Enable children to acquire and develop a range of skills and techniques which they can apply practically in lessons and beyond.
3. Enable children to explore and learn about a range of materials, resources and ingredients.
4. Develop a repertoire of technical knowledge and understanding to effectively communicate their ideas and designs.
5. Help children learn about the context of design in their daily lives and the wider world.
6. Develop an appreciation of a diverse range of designers.
7. Enable children to become independent in the planning and reviewing of their work.

1.3 Objectives (Implementation)

To meet our aims we will:

1. Establish an environment and atmosphere in which creativity and experimentation during the design and make process are as valuable as the end product.
2. Ensure planning and teaching includes a wide range of resources and techniques with sufficient time for the exploration of the potential and limitations of each.
3. Ensure planning progressively develops technical knowledge and practical skills in each year group through 5 main areas: cooking and nutrition, mechanisms, structures, textiles and electrical systems (year 3 to 6). With one area covered half termly as outlined in the school's selected scheme – Kapow primary.
4. Where appropriate link design technology projects to other areas of the curriculum, contexts within their daily lives and the wider world (without diluting the intended learning objective).
5. Ensure planning includes opportunities to observe the work of designers including different genders, eras and cultures.

6. Ensure adequate time and value is given to purposeful evaluation. With regular opportunities throughout the design process to effectively test, critique and modify their products.

1.4 Roles and responsibilities (Monitoring and Impact)

The Head Teacher will be responsible for:

- Supporting the Design Technology leader.
- Allocating the budget and advising on voluntary contributions towards materials and projects.
- Developing the monitoring policy to assess impact.
- Reporting to the Governors about any monitoring that has taken place.

The designated Design Technology Governor will be responsible for:

- Supporting the Design Technology leader.
- Monitoring the impact of the Design Technology provision.
- Reporting to the Design Technology leader, Head Teacher and Governors regarding any monitoring that has taken place.

The Design Technology leader will be responsible for:

- Monitoring the effective planning (intent), teaching (implementation) and assessment (impact) of Design Technology throughout the school in line with the school's monitoring policy.
- Advising on voluntary contributions towards materials and projects.
- Monitoring the impact of Design Technology both in and out of school, through the children's work, uptake of creative clubs, outside interests and achievements beyond school.
- Arranging and promoting creative clubs and competitions both in and after school.
- Offering support and advice on possible teaching activities to all staff.
- Informing staff of relevant courses to encourage personal professional development and providing in house CPD where appropriate.
- Providing appropriate resources, equipment and inspirational experiences to facilitate and promote the Design Technology curriculum.

Class Teachers will be responsible for:

- Adapting and teaching Design Technology lessons following the activities and progression of skills outlined in the *Kapow Primary scheme*.
- Creating documents and resourcing materials for the lessons outlined in the *Kapow Primary scheme*, including the title of the current module and the learning objective for the piece of work.
- Planning and supervising Design Technology lessons with reference to relevant guidance and risk assessments using the *Kapow Primary risk assessments* and the school's Health and Safety File.

- Assessing and monitoring each pupil's progress and attainment for each half termly module with reference to the *Kapow Primary assessments*.
- Reporting on pupils' attainment at the end of each term using 'Insight'.
- Providing evidence of impact by filing work and photographs into the pupils' themed folders. Collecting and uploading images of pupils' work at the end of each half termly module to the Design Technology monitoring file on the Google shared drive.
- Displaying Design Technology projects to raise the profile of design and to celebrate pupils' creations.
- Completing necessary Design Technology orders for resources throughout the year (autumn 1, spring 1 and summer1).
- Organising voluntary contributions to cover the cost of specific design projects. This refers particularly to non-reusable resources, such as food ingredients and projects that exceed the Design Technology budget that are taken home, such as electrical circuits.

1.5 Resources

There are various resource areas where tools and materials are stored. Each class has their own basic tools and materials and in addition to this there is a central store of resources. An audit to enable the updating and replenishment of the Design Technology resources available in school is carried out together with individual class orders for resources to fulfil the Kapow Primary lessons (autumn 1, spring 1 and summer 1).

1.6 Health and Safety

Learning opportunities may be hampered when matters of Health and Safety are not given proper attention. It is not always possible to remove all risks and hazards, therefore, those responsible for planning, delivering and supervising Design Technology lessons must refer to the *Kapow Primary risk assessments* and the school's Health and Safety File (located on the art shelving in the central art room).

1.7 Inclusion

We are committed to equality of opportunity regardless of race, gender, cultural background, ability or any physical or sensory disability. We therefore aim to make Design Technology accessible to all and accommodate ourselves to individual needs as appropriate and in line with the school's Equal Opportunities Policy.

1.8 Spiritual, moral, social and cultural development

SMSC is intrinsic to our curriculum, through our threads and our school ethos. Design Technology offers an opportunity to explore these areas further. Spiritual aspects are explored through pupils' individual responses to product design, learning about oneself and others and using their imagination and creativity to share ideas. Moral issues are raised through a range of products and designers, offering opportunities to share viewpoints and present reasoned arguments. Social skills are promoted through collaborative design projects and participation in school community projects. Cultural aspects are explored and appreciated through designs from a variety of cultural backgrounds, with opportunities to develop and celebrate diversity through their own creations.

1.9 Review

This policy will be reviewed June 2024.