



Design & Technology Policy

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Chair of Governors	Mrs D Howarth
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Adopted by Governors	

Details:

Review Frequency: Annually

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Seascape Primary – Design & Technology

1. INTRODUCTION

The Design & Technology Policy covers the teaching of design & technology from Key Stage 1 through to Upper Key Stage 2 at Seascape Primary School.

Seascape Primary school will publish this policy on its official website.

2. STATUTORY REQUIREMENTS

The National Curriculum states:

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.

Aims

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.

3. TEACHING OF DESIGN & TECHNOLOGY

We aim to develop pupils' abilities through specifically developing children's knowledge and understanding in both the classroom and also through practical activities (including designing in a variety of ways and evaluating work) and also through participating in extra-curricular activities, to widen their experiences and the use of different materials and tools.

At Seascape Primary School we strive for children to have a thirst for learning.

Work completed by children in KS1 will be recorded through model displays, photographs, and work shown within the Foundation Subjects Floor Book. Work completed by children in KS2 will be recorded through model displays, photographs and work in their individual Foundation Subject book.

4. STRUCTURE

The teaching of Design & Technology will develop knowledge and understanding in the following ways:

- Key Stage 1 – learning about how to be safe when cooking, combining materials to make structures, develop knowledge of strengthening through gluing and nailing, and using axels to make moving objects.
- Lower Key Stage 2 – learn how to follow a basic recipe, develop knowledge of how to use mechanisms such as levers and electronics in products, learn how to sew a variety of stitches, and practise using pneumatics to make objects move.
- Upper Key Stage 2 – learn how to measure and calculate ingredients in a recipe, develop knowledge of how to join materials such as wood, practise using cams to make moving objects and develop an understanding of how to use circuits within a product.

5. MONITORING AND REVIEWING

The Design & Technology Subject Leader should be responsible for improving the standards of teaching and learning in their subject. The role is:

- To have an impact on raising standards of attainment for their subject across the whole school.
- To ensure the effective implementation of the Statutory National Curriculum for their subject.
- To monitor their subject across the so they are able to assess individual professional development opportunities and needs.
- To maintain the availability of high quality resources.
- To maintain an overview of current trends and developments within the subject.
- To ensure a regular and effective programme of analysis of children's work sample monitoring is in place.
- To effectively manage any funding designated to their subject.
- To ensure the teaching of their subject is good or better; to coach staff where appropriate in order to raise standards.
- To attend and lead (where appropriate) Network Meetings through the Peterlee Partnership as appropriate.

7. PARENTAL LINKS

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- holding parents' evenings to discuss children's progress.
- providing a half-termly newsletter which gives information on what children are learning.
- sending an annual report to parents in which we explain the progress made by each child and indicate how the child can develop their learning.
- explaining to parents how they can support their children.

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like parents to:

- do their best to keep their child healthy and fit to attend school and ensure that their child has the best attendance record possible
- ensure that their child is equipped for school for taking part in activities
- inform us if there are matters outside school that are likely to affect a child's performance or behaviour at school
- promote a positive attitude towards school and learning in general.

Miss Sarah Bailey

January 2021