



*Through wisdom, compassion and endurance, we endeavour to make the best decisions possible  
for our children*

## **DESIGN & TECHNOLOGY POLICY**

Whaddon Church of England first school, Whaddon, Milton Keynes, MK17 0LS

Head: Mrs Selina Davies B Ed (hons)

T 01908 501719 E [office@whaddon.bucks.sch.uk](mailto:office@whaddon.bucks.sch.uk)

[whaddon.eschools.co.uk](http://whaddon.eschools.co.uk)

# **Whaddon School**

## **DT Policy**

### **Vision for Design Technology**

Children are to be inspired to use their creativity and imagination to design and make products that solve real and relevant problems within a variety of contexts.

### **Aims**

- To meet the requirements of the National Curriculum
- To develop an aesthetic awareness of the world in which we live and an ability to respond in a variety of different ways
- To provide enjoyable realistic and successful learning situations
- • To develop a variety of learning and social skills
- To encourage a sense of achievement
- To develop confidence
- To foster a positive attitude towards Design and Technology in the modern world
- To critique, evaluate and test their ideas and the work of others.

### **Objectives**

- Produce creative work
- Explore their own ideas and record their experiences
- Become proficient in using a variety of simple tools effectively and safely
- Become proficient at general design and technology techniques
- Evaluate and analyse products, evaluating and suggesting improvements
- Know the key terms and use the correct vocabulary
- To use ICT to enhance and support the design, make and evaluate process.

### **Spiritual, Moral, Social and Cultural Development**

Children will be given opportunities to explore and have a sense of enjoyment and fascination when learning about themselves, others and the world around them. They will be supported and challenged to use their imagination and creativity. They will have the opportunity to reflect on their own experiences and give constructive feed back to their peers.

Children are educated about sustainability and the impact upon the environment and those within it. They will be encouraged to appreciate and see the way the world around us is changing and that products must be adaptable and efficient to fulfil their purpose. They will work in different contexts including those from different religions, ethnic and socio-economic backgrounds. They will learn to appreciate the role of design technology in facilitating a world with opportunities for all regardless of disability or ability. Children will be taught about why it is important to be environmentally friendly and our responsibility to the world in which we live.

### **Teaching and Learning Style**

In an ever-changing world, children need to have an awareness of the importance of how products can help and support our daily lives. Through child-led and pre-planned learning, teachers will facilitate opportunities for children to use up to date technology and a range of tools and materials to understand

their behaviour and potential. In Foundation Stage, the children will record their design using simple drawings and labelled photographs. Year 1 children begin to use a more formal design sheet to pre-plan their ideas. This is built on in Year 2 with more detailed plans.

The children will be taught methods of joins and mechanisms, such as levers, sliders, wheels and axles. They are challenged to develop these skills and differentiation occurs through support and outcome. By the end of key stage one children are expected to know, apply and understand the matters, skills and processes specified in the grid below.

processes specified in the grid below.

Key Stage 1 Skill	Objective
Designing	<ul style="list-style-type: none"> <li>• design purposeful, functional, appealing products for themselves and other users based on design criteria.</li> <li>• generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</li> </ul>
Making	<ul style="list-style-type: none"> <li>• select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].</li> <li>• select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</li> </ul> <p>Key Skills:</p> <p>Use scissors safely to cut paper and then card</p> <p>Join material using tape, glue and paper fasteners</p> <p>Make a simple lever or slider to make a moving picture - Simple flaps / folds / sliders</p> <p>Assemble and join frameworks using a variety of materials</p> <p>Construct models from kits</p> <p>Use basic tools safely</p>
Evaluate	<ul style="list-style-type: none"> <li>• explore and evaluate a range of existing products.</li> <li>• evaluate their ideas and products against design criteria.</li> </ul>
Technical Knowledge	<ul style="list-style-type: none"> <li>• build structures, exploring how they can be made stronger, stiffer and more stable.</li> <li>• explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li> </ul>
Cooking & Nutrition	<ul style="list-style-type: none"> <li>• use the basic principles of a healthy and varied diet to prepare dishes</li> <li>• understand where food comes from</li> </ul> <p>Key Skills:</p> <p>Know properties of food – taste, texture and appearance</p> <p>Prepare and combine ingredients into specific projects</p> <p>Use basic tools safely</p>

## Resources

Child-led learning is enabled by ensuring learning areas are well resourced. Specific learning experiences are planned at the start of term jointly by the teacher and children and consumable resource needs identified and a budget is set aside for this.

Staff are responsible for informing the Headteacher when resources run low or if new equipment is needed.

### **Assessment**

Assessment is through observation during learning. Children's progress is recorded Termly/half Termly. Children are encouraged to assess both their own and other's efforts through oral reviews. They reflect on and adapt their own work, identifying ways it can be developed and improved.

### **Health and Safety**

Children are taught to use materials, tools and techniques safely and in accordance with the county requirements and the school's health and safety policy. Teachers are responsible for ensuring that pupils have sufficient and suitable space for safe practical work and that tools and materials are suitable for the activity being undertaken. Staff and children to identify the safety hazards and risks, and be aware of them at all times during practical activities.

### **Equality of Opportunity**

Opportunities to take part in Design and Technology are open and available to all pupils. All children are allowed access to and given confidence in the different activities offered, regardless of their ability, gender, religion, or cultural/ethnic group. The content of the lessons and the resources available ensure that all pupils are valued equally, are able to participate with enjoyment and are able to achieve qualities and standards appropriate to their age, experience and abilities. Provision is made for children with Special Educational Needs so that they can take part in any design and technology lesson with the other children.

### **Monitoring and Review**

Class teachers are responsible for monitoring and evaluating lessons delivered within their class. The Headteacher is responsible for monitoring the effectiveness of Design & Technology teaching and learning throughout the school. This policy will be reviewed periodically, in order that we may evaluate its relevance to children, the school and the National Curriculum.

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