



Design and Technology Policy

Intent statement

Design and Technology involves the application of knowledge and skills when designing and making products and helps to prepare children for the developing world. The activities undertaken will enable our children to consider the needs of individuals and of society within the context of a caring community. The subject encourages children to use a range of materials and processes and to become creative problem-solvers, both as individuals and as part of a team. We aim to ensure that the activities undertaken in Poplar Farm School will impact on the children's local environment and support them in the wider world to become discriminating and informed consumers and potential innovators. It should assist children in developing a greater awareness and understanding of how everyday products are designed and made.

In the Early Years, pupils will experiment to create different textures and to manipulate materials to achieve a planned effect. They will construct with a purpose in mind, using a variety of resources and simple tools and techniques competently and appropriately.

During Key Stage 1, pupils learn how to think imaginatively and talk about what they like and dislike when designing and making. They build on their early childhood experiences of investigating objects around them. They explore how familiar things work and talk about, draw and model their ideas. They learn how to design and construct objects safely and may use ICT as part of this process.

During Key Stage 2, pupils work on their own and as part of a team at a range of designing and making activities. They think about what products are used for and the needs of the people who use them. They plan what has to be done and identify what works well and what could be improved in their own and other people's designs. They draw on knowledge and understanding from other areas of the curriculum and use computers, software and hardware in a range of ways in order to develop their ideas.

Teaching will ensure that the specific expectations of 'knowledge and understanding' are applied when 'developing ideas', 'planning', 'making products' and 'evaluating' them.

National Curriculum Aims

The 2014 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.

Implementation

At Poplar Farm, the children are taught to involve some elements from all of the National Curriculum attainment targets in everything they design and make, as these skills are part of an essential process. Children are provided with a design brief and then research ideas which will help to fulfil this design brief. Skills and processes are taught and then children will apply this knowledge and skill to the making section of the design process. This approach encourages the thought process behind designing and making. Wherever possible, links will be made to other curriculum areas. Links will only be made however, when the links enrich the Design Technology Curriculum.

Design and Technology will be taught either in blocked weekly sessions or in a condensed two or three day time frame where appropriate. Individual class teachers will decide whether or not their topics will be taught over a period of weeks or whether to teach it in a condensed period. When evaluating their own work, children should refer to the design criteria established in the design brief as their basis for deciding on how good their product is.

Children will have opportunities to experience food technology at least once a term in Years 1 to 6. Children will be taught in their normal class group.

At Poplar Farm, the children will be encouraged to use data handling, word processing, graphics and spreadsheets to facilitate and enhance their design and technology. Where possible, children will be presented with a choice of tools and resources, so that they are best able to meet their designs effectively.

Our medium-term plans, which we have adopted from the National Curriculum, give details of each unit of work for each term. They identify learning objectives and outcomes for each unit, and ensure small steps of progression throughout each topic. Our school long term plans ensure that learning is built upon through each year group becoming increasingly more complex.

Equal opportunities

At Poplar Farm, we are committed to providing all children with an equal entitlement to design and technology opportunities regardless of race, gender, culture or class. All children with special educational needs will be given the opportunity to undertake design and technology activities.

Health and safety

The safety of the children is the responsibility of the class teacher. The children are made aware of the safe use and correct procedure involved when using tools and equipment in a learning environment. The children are made aware of the need to be careful and to understand that their actions can affect others.

The children gradually build up a range of skills when using equipment to reduce unnecessary risk. The age and experience of the children is carefully considered before equipment is used. Equipment such as junior hacksaws and glue guns, that may present additional risk, are used under the close supervision of an adult.

Food hygiene

Children will be made aware as early as possible of the need for hygienic food preparation. Teachers should train the children to prepare food hygienically and supervise preparation. This will include regular hand-washing and wearing of aprons. All surfaces must be cleaned thoroughly using anti-bacterial products prior to preparing food.

Assessment

Assessing a child's performance is a continuous process carried out throughout their time in school and our assessing methods include the following as appropriate:

- Looking at a child's recorded work i.e. model, photographs, written work.
- Individual discussion.
- Listening to the children's ideas as they discuss between themselves.
- Group discussions in both planning and reporting back sessions.
- Observing the children's skills in Design and Technology.
- Record the progress that children make by assessing the children's work against the learning objectives for their lessons.

This policy was adopted on:	March 2021
Review Cycle:	Two Yearly
This policy was subsequently reviewed:	