



## **Ashton St. Peter's Church of England VA Primary School Design and Technology Policy**

**Ratified October 2017  
Update October 2020**

### **Philosophy**

Our school has agreed on the definition that design and technology is the creative and imaginative application of knowledge, skills and understanding to design and make good quality products that solve real and relevant problems within a variety of contexts.

### **Aim**

Our aim is to teach children to develop their design and technology capability through combining their creative, technical and practical expertise with knowledge and understanding in order to design and make and evaluate good products.

### **Attitudes**

- To nurture creativity and innovation
- To encourage co-operation.
- To promote independence skills
- To allow opportunities for responsibility.
- To explore values and attitudes to the made world and how we live and work within it

### **Planning framework**

Design and technology is planned within a context and where possible builds on skills from other curriculum areas, in particular English, mathematics, science and engineering, computing and art.

Long, and medium term plans provide progression and continuity of learning.

Planning structures are based on the National Curriculum.

### **Assessment, recording and reporting**

Individual teachers monitor each child's experiences and achievements. We will make judgements about their knowledge, skills and understanding through:

- Teacher observation
- The child's self-evaluation.
- Peer evaluation
- The content of their design and technology work.

This information will be shared with parents via the end of year annual report.

### **Classroom approaches**

In line with the National Curriculum requirements children will be given the opportunities to develop their design and technology capabilities through:

- Investigating(including research) and evaluation
- Communicating ideas
- The provision of a range of materials and tools
- Designing and making purposeful, appealing products
- Developing an understanding of how key events and individuals have shaped the world

### **Role of the subject leader**

The subject leader is responsible for:

- Making appropriate resources and materials available to all staff
- Managing the DT budget and ordering stock
- Disseminating relevant subject information
- Providing or obtaining support for other staff as and when required
- Monitoring design and technology planning
- Evaluating design and technology planning and children's work
- Monitoring children's progress

### **Health and safety**

In our school we have adopted guidance as laid out in:

Safety Guidelines for Early Years Foundation stage and Key stage 1&2 Design and Technology.

All adults who work with children in any way connected with design and technology will be made aware of relevant health and safety implications.(Including Risk assessments, where required)

Prior to food work being undertaken teachers will be aware of any allergy problems or cultural differences.

All classes have their own first aid box and, if necessary, children will be sent to the first aid room.

### **Special Needs and Equal Opportunities**

Activities will be planned which allow children to respond according to their abilities, with appropriate differentiation. Teachers will modify their instructions and guidance to take account of individual needs. Children's understanding of concepts and subject knowledge will be measured, together with their practical expertise, not their recording skills.

In line with the school's Equal Opportunities Policy, all children will have an entitlement to all aspects of this subject area of the curriculum.

### **Review Procedures**

The School's policy will be reviewed when:

- Every 3 years - October 2020
- The School wishes to review the policy
- If amendments are required by the LA

**Ratified by:**

**Date: October 2017**

**Chair of Governors**