

Bishopton Primary School



D&T Policy

Prepared by:	J Geals
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Bishopton Primary School



Design and Technology Policy

Bishopton Primary School provides a Design and Technology curriculum which meets the needs of all children and which:

- Develops their knowledge and understanding of Design and Technology as a subject;
- Increases the skills in the process of designing and making an end product which fulfils specified criteria;
- Promotes their intellectual, social, cultural and moral development;
- Contributes to the key skills in literacy, numeracy and in the use of information technology.

Design and Technology is planned utilising the framework of our whole school curriculum and through the embedding of the 'KAPOW' scheme of work. Teaching and learning take place through a broad and balanced curriculum, to prepare our pupils for the opportunities, responsibilities and experiences of life now and in the future.

1. Aims and Objectives:

Bishopton Primary School will:

- Develop pupils' design and technology capability by combining their designing and making skills with knowledge and understanding in order to design and make products which match specified design criteria and are based, where possible, on real life problems.
- We ensure that there is an appropriate balance of activities between those that focus on the careful teaching of knowledge, understanding and skills and those that provide opportunities for pupils to apply these to their designing and making activities.
- Develop children's interest in, and enjoyment of, design and technology and to use tools and processes to make quality outcomes of which pupils are proud.
- Provide a wide range of practical activities in which all pupils use items that can be put together (construction kits, reclaimed materials), food, textiles and mechanical and electrical components and mouldable materials to design and make products.
- Develop the confidence of all pupils to work in all areas of design and technology and provide opportunities to demonstrate creative, logical and imaginative thinking.
- Encourage pupils to draw on knowledge and skills learned in other subjects, particularly literacy, numeracy, ICT, science and art when designing and making products.
- Raise awareness of the work of other designers and makers to assist them with their own activities.
- Develop their understanding of the role of design and technological developments in the outside world by providing opportunities for pupils to critically analyse (investigate and evaluate) existing familiar commercial products and relate them to the purposes for which they were designed, and then produce quality products.
- Prepare pupils to live and work in an increasingly technological society.
- Develop pupils' ability to work individually and as a member of a team by providing a range of activities in which pupils work to produce individual outcomes and those in which they need to contribute, as a member of a team, to a group or class outcome.
- Develop pupils' understanding of health and safety issues through clear demonstrations by staff and encouraging pupils to take responsibility for their own and other people's safety.

2. Teaching and Learning Styles:

Design and Technology requires pupils to become capable of thinking and acting for themselves. We adopt a range of teaching styles to enable this to happen:

Imagining; Discussing; Designing; Planning; Creating; Improving; Evaluating.



Appropriate teaching strategies enable children to:

- Develop skills and knowledge of tools and materials and ICT applications (where appropriate)
- Explore and develop their ideas and the ideas of others;
- Work individually, with the support of a group, or in a class situation;
- Apply skills and knowledge (especially of science and mathematics) to a practical situation;
- Evaluate their own and other people's work in a constructive way;
- Be reflective about their work.

3. Curriculum planning:

Our long term planning of D&T in Key Stages 1 and 2 ensures a balance of materials, skills, knowledge and understanding throughout each Key Stage. In the Foundation Stage, Design and Technology is planned as part of 'Knowledge and Understanding of the World'.

Units of work are planned using 'KAPOW', which covers D&T over at least three D&T focused units per academic year. These projects are formed using a clear framework, including finding solutions to a real life and/or purposeful problem.

All pupils should gain a breadth and balance of experience during their D&T unit of work. Planning is based on allowing the children to imagine their designs based on prior knowledge of existing products and a real life/practical problem. They are encouraged to discuss their imaginings with peers and adults to highlight positive aspects and areas which need changing. The children are given time to design and plan their end product. Once their design is complete, they will be motivated to create their final make. The final stage includes the children improving their end product to make it aesthetically pleasing and critically evaluate their own and the work of others.

Care is taken to ensure activities are differentiated, supported where necessary and do not have a gender bias. Multicultural stimuli are used wherever possible; this enhances and enriches design possibilities e.g. designing patterns onto fabric or designs for a fairground.

Where there are two classes per year group, class teachers will plan collaboratively to ensure that children are given similar experiences regardless of which class they are in.

4. Assessment, Recording and Reporting:

Assessment in Design and Technology follows the school's Assessment Policy. Most assessment is ongoing teacher assessment based on the progression criteria for the subject. As part of normal classroom practice, the teacher observes the children working, considers how they respond to a task and talks to/questions them about their work. Children are encouraged to evaluate their own work, e.g. *What did I find difficult? How can I improve my finished product?* At the end of each unit of work assessment is made against the key skills that have been taught.

5. Cross-Curricular Links:

Design and Technology contributes to cross-curricular themes and topic work where possible, including activity days.

6. Equal Opportunities and Special Educational Needs:

Design and Technology should equip girls and boys from all heritage groups to be able to participate equally in the technological world. All activities are taught to stretch the able and support the less able.

Boys and girls are given equal opportunity to access all material areas and processes.

Physically disabled pupils are supported with teaching and learning aids such as special tools. In a minority of cases, the teacher or learning support assistant undertakes process to ensure progress to the next stage of learning.



In the majority of cases emphasis is placed on enabling pupils to access the curriculum through modified teaching styles and in some cases the use of learning support assistants.

Able and gifted and talented pupils are supported and challenged through the subject developing analysis, thinking skills and evaluation techniques.

We recognise the importance of identifying the specific difficulties that individual pupils might have and will plan activities appropriately as needed.

Two main areas where special needs pupils may encounter difficulty are communications and making things. Design & Technology offers the opportunity for children to achieve in a practical subject, as they are encouraged to communicate in a different way (not writing), for example use of tape recorder or camera. Children who are physically disabled in muscular control and coordination may have difficulty in using some tools. Other tools are provided where possible in consultation with support staff or an occupational therapist, or tasks are adapted so that the child can succeed. Sensitive grouping encourages shared expertise and this minimises difficulties in specific areas.

7. Management and Organisation:

The Senior Management Team is responsible for all aspects of organisation and management. The subject expert for Design and Technology is responsible for monitoring planning, assessing whole school training requirements, health and safety and ordering resources.

8. Resources:

Funding for Design and Technology is within the school budget plan for each financial year.

There is a central Design and Technology budget to cover the purchase of equipment such as tools, construction kits, consumable materials, books and other resource materials. The subject manager is responsible for ordering equipment and materials. It is the responsibility of each class teacher to identify resources needed in good time prior to the requirement of the equipment, this has been facilitated through the budget tool on KAPOW.

Equipment and materials are organised in the central store and are accessed by school staff only.

9. Health, Safety and Hygiene:

Activities within Design and Technology should aim to increase pupils' knowledge and understanding of health and safety issues when involved with Design and Technology, and they should therefore take appropriate care at all times for the safety of themselves and others. It is the responsibility of the teaching staff to ensure that the children are fully briefed on the correct use of tools and equipment to maintain the safety of pupils and staff during D&T sessions. The school health and safety policy applies. With regard to COVID19, staff are expected to ensure that tools and equipment that can be practically cleaned, should be, before return to the central store. Sharing of equipment should be carried out in line with current school COVID19 policies where practicable.

10. Review:

The Design and Technology curriculum is subject to an annual review.

Signed: J Geals

Date: 25/9/22

