

## Woodchurch CE Primary School Design Technology Policy

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#### Purpose of study

*“Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation”* (National Curriculum 2014).

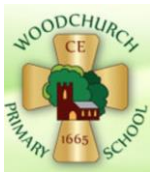
#### Rationale

Design Technology enriches children's learning and enables them to communicate their thoughts, ideas and observations in a practical and expressive way. Through experience of a variety of materials, tools and techniques children have the opportunity to record creatively the world around them and develop their own understanding through hands on experiences. In talking about art and design technology and evaluating their own and others' work, children are encouraged to develop their visual language, ideas and feelings.

*“Art and Design is not just a subject to learn, but an activity that you can practise: with your hands, eyes, your whole personality.”* (Quentin Blake)

#### Entitlement and Equal Opportunities

In line with our Equal Opportunities Policy, we are committed to providing a teaching environment conducive to learning. All pupils are entitled to access the Design Technology curriculum at a level appropriate to their needs arising from race, gender, ability or disability, religion, social background and culture. Projects will be planned to ensure that all pupils encounter examples of Design Technology across different cultures and from a range of different individuals.



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### Aims

At Woodchurch CE Primary School we want our children to develop a love and passion for 'Design Technology'. Our Design Technology curriculum aims to excite and ignite our pupils' interest in design and technology and prepare them to participate in the development of a rapidly changing world. It encourages them to develop a critical understanding of the impact of design and technology on daily life and the wider world and encourages them to take risks and so become more resourceful, innovative, enterprising, innovative and capable. It also provides excellent opportunities for children to develop and apply valuable judgements of an aesthetic, economic, moral, social and technical nature both in their own designing and when evaluating the work of others. We strive for children to be confident learners who have no limits to what their ambitions are and to grow up expanding their career horizons through professions in the design technology field.

Within the design technology curriculum, it is our intent that the children will recognise themselves as Communicators (Orators), Readers, Explorer and Learners – opportunities to develop these skills will be built into the delivery of the curriculum and children will be encouraged to reflect on how they have demonstrated these skills within their learning.

### The National Curriculum

The National Curriculum for Design Technology aims to ensure that all pupils:

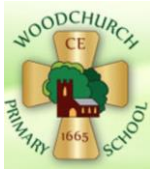
*At Key Stage 1 pupils should be taught:*

#### Design

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

#### Make

- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]



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- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

### Evaluate

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria

### Technical knowledge

- build structures, exploring how they can be made stronger, stiffer and more stable
- explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

### KS1 Food Technology

- use the basic principles of a healthy and varied diet to prepare dishes
- understand where food comes from.

### At Key Stage 2 pupils should be taught:

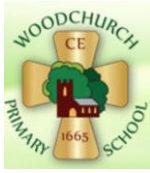
#### Design

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

#### Make

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

#### Evaluate



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- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world

### Technical knowledge

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- apply their understanding of computing to program, monitor and control their products

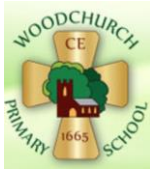
### KS2 Food Technology

- understand and apply the principles of a healthy and varied diet
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

### Planning

In Key Stage 1 and Key Stage 2, work is planned with regard to the National Curriculum guidelines with the medium-term planning linking to Geography and History. The planning framework gives the opportunity for continuous assessment as the children develop their knowledge and skills. Teachers will work with the Art and Design Co-ordinator to ensure full coverage of curriculum requirements, differentiation and progression.

Teachers can plan approximately eight weekly lessons per half term or a block of lessons across two day using the long term planning. Teachers are encouraged to incorporate a wide range of resources and links to different cultures to give the children a wide range of experiences.



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In Foundation Stage children work within the EYFS for Expressive Arts and Design as set out in the Curriculum Guidance for Foundation Stage.

### Progression

The scheme of work for Key Stage 1 and 2 is designed to enable the children to use increasingly sophisticated materials and processes as they progress through the school. Progression of knowledge and skills must be evident from F2 up to Y6 and teachers can use the design technology progression documents to aide each year group's success criteria.

Their appreciation and evaluation of the work of other artists will also be encouraged as their experience grows.

Progression in drawing skills and thought processes will also be evidenced in each child's Portfolio book and children will self-assess throughout their work.

In Foundation Stage children work on a range of creative themes and tasks, and they work in Expressive Arts and Design linked closely to other areas of the EYFS, especially Physical Development. This is also shown in the design technology progression of skills.

### Differentiation

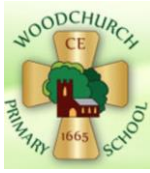
This will be mainly by outcome. Where differentiation is by task, it will be based on the children's ability to handle particular concepts. The Art Co-ordinator will liaise closely with the SENCO (Special Needs Co-ordinator, and MATCO (More Able and Talented Co-ordinator) to ensure that all our children have appropriate access to design technology, including provision of special resources or equipment where necessary or possible.

### Assessment and Record Keeping

Class teachers will report annually to the parents on the progress made.

Following each design technology project, teachers will assess the children using the assessment guide and submit data with annotated plans to the art co-ordinator. Teachers will assess against the success criteria for their year group, which can be found on the progression of skills document.

Pupils will be encouraged to assess their own work through discussion with staff and peers.



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Sketchbooks are to be used by the children across KS1 and KS2 to experiment and develop their own ideas linked to the topic and are not marked. Work is reviewed once a year and the Co-ordinator will compile photographic portfolios of children's work.

In Foundation Stage children's Design Technology is assessed following each topic through the use of photographs, children's responses and floor books. Class teachers will track the progress being made by each child in their class on a termly basis and inform the art co-ordinator.

### Display

We ensure that all children have the opportunity to display their work within the classroom or school. Class teachers display both the work of their children and that of other artists appropriately and imaginatively in their own rooms and communal areas.

Work developed through progress boards is encouraged in each area and a selection of high quality 2D and 3D work from each class will be chosen to display around the school. This will link to Geography, History, RE and English work and will be overseen by the art co-ordinator.

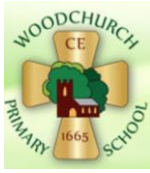
Interactive displays inviting a response from the viewer are encouraged.

### Health and Safety

Children should be working in a safe environment both in and outside of the classroom. The relevant risk assessments must be completed when using any potentially dangerous equipment, such as hot glue guns, craft knives and hacksaws. When conducting fieldwork, children should be properly supervised and should be made aware of any potential dangers, such as busy roads or water hazards. Risk assessments to be reviewed accordingly.

### Parental Involvement

As with all areas of children's learning we need the support of parents and carers to help us to maximise the development of each child's potential. This would include helping the child with any research or homework that may be set. Parents and carers will be asked to come and share their skills and experiences throughout each class project as well as joining in with the celebration of their children's achievement.



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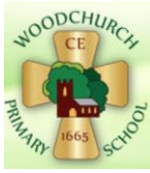
### The Role of the Design Technology Co-ordinator

The co-ordinator will:

- Keep up to date medium term planning that will identify the Design Technology elements which each child should cover year by year and to include suggested tasks
- Continue to monitor planning to ensure that a range of different cultures, experiences and individuals are being explored across each year group
- Collate class assessments across the school and inform staff of previous achievements of children in their class to ensure progression
- To conduct sketchbook scrutiny and pupil responses to aide future planning
- Review and update Design Technology action plan annually
- Compile a photographic portfolio of children's work and direct display boards
- Monitor resources in the school in terms of consumable materials, reference books etc. Continue to update and monitor risk assessments.
- Liaise and arrange visits from local designers and suggestions for visits to galleries and exhibitions
- Keep a photographic record of 2D and 3D DT activities throughout each academic year in a portfolio which can be used in a virtual DT gallery on the school website

Reviewed October 2023

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