

East Somerset Federation



Design & Technology Policy

Approved by the Governing Body of
The East Somerset Federation

Signed: *Susan Spise*

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Design and Technology Intent

At the East Somerset Federation, we believe Design and Technology is an inspiring, rigorous and practical subject. Using creativity and imagination, children design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values.

As children progress through the school they acquire a broad range of subject knowledge and skills which draw on disciplines such as mathematics, science, engineering, computing and art. Children learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens for the future.

Through the evaluation of past and present design and technology, children develop a critical understanding of its impact on daily life and the wider world. Throughout all of their learning and experiences health and safety is given prominence, so that the children develop an awareness of their own safety and the safety of others.

As part of children's learning and experiences with food, they should be taught how to cook and apply the principles of nutrition and healthy eating; instilling a love of cooking which will also open a door to one of the greatest expressions of human creativity. Learning how to cook is a crucial life skill that enables children to feed themselves and others affordably and well, now and in later life.

Planning and Assessment

The main aspects of Design and Technology to be studied will be determined by the programmes of study of the National Curriculum 2014 and this will be used to inform our planning. Some Design and Technology units will be taught using resources from Kapow. The design and evaluate process and pupils' problem-solving activities will be used to deepen their understanding of the concepts involved.

We assess children's work formatively through observations, questioning and marking. Much of the work done in lessons is of a practical or oral nature and, as such, recording will take many varied forms. Written work is marked regularly and clearly, as an aid to progression and to celebrate achievement and progression. When appropriate, pupils may be asked to self-assess or peer assess their own or other's work. Older children are encouraged to make judgements on ways in which their work can be improved.

Children will be assessed summatively at the end of each year. Teachers assess whether children are working at/above or below the expected level for their age based on their understanding and application of the content of the National Curriculum 2014. Assessments will be collated in the Design and Technology Folder

and assessment folder on the Schools' Google Drive. Progress and attainment will be reported to parents through parents' evenings and end of year reports.

Early Years Foundation Stage

In the Early Years Foundation Stage, we use Development Matter Statements and the EYFS Curriculum to inform planning.

Children will experience a range of opportunities through purposeful play and guided group activities to extend their knowledge in 'Understanding the World' around them. This learning forms the foundations for later work in design and technology. These early experiences include asking questions about how things work, investigating and using a variety of construction kits, materials, tools and products, developing making skills and handling appropriate tools and construction material safely and with increasing control. We provide a range of experiences that encourage exploration, observation, problem solving, critical thinking and discussion. These activities, indoors and outdoors, attract the children's interest and curiosity.

Children are assessed using Development Matter Statements and the EYFS Curriculum. The EYFS profile will be completed at the end of each academic year.

Cross Curricular Links

The skills and knowledge taught and learned in Design and Technology can be applied to many aspects of our lives and we will relate it to all areas of the curriculum.

DT contributes to the teaching of English and Maths by providing opportunities to apply skills taught discretely in these lessons. Discussion is an important way to develop and understand the fact people have different views about design and technology. Children choose and use appropriate ways of calculating measurements and distances. They learn how to check the results of calculations for reasonableness, and learn how to use an appropriate degree of accuracy for different contexts. They apply their knowledge of fractions and percentages to describe quantities and calculate proportions. The children will carry out investigations and in doing so they will learn to read and interpret scales, collect and present data, and draw their own conclusions. The evaluation of the product also requires children to articulate their ideas and justify their own views and clarify these.

We encourage the children to develop a sense of responsibility in following safe procedures when making things. They also learn about health and healthy diets. Their work encourages them to be responsible and to set targets to meet deadlines, and they also learn, through their understanding of personal hygiene, how to prevent disease from spreading when working with food.

Information and communication technology enhances the teaching of design and technology, wherever appropriate, in all key stages. Children use software to enhance their skills in designing, making things and researching ideas for projects. Younger children are able to use simple desktop-publishing software to try out designs. Older children use a computer to control programs to control onscreen devices and mechanisms. The children also use their computing skills to collect information and to present their designs through a range of presentation software.

Health and Safety

We aim to encourage and develop safe practice for all in Design and technology.

We teach children how to follow proper procedures for food safety and hygiene, alongside safe practice for the use of hand tools and other technology equipment.

Teachers will take responsibility for assessing health and safety in their classrooms and will seek advice from the DT subject lead where necessary. Risk assessments will be completed by the class teacher where appropriate. These will be checked by the Head of School and Executive Headteacher. Copies will be stored in the Design and Technology folder.

Equal Opportunities

At the East Somerset Federation, we aim to meet the needs of all our children by providing a variety of approaches and experiences appropriate to ability levels and learning styles. This will enable children with learning and or physical disabilities to take an active part and achieve success in learning and practical activities. Some children will require close supervision and more adult support to allow them to access the learning and make progress. All children will be challenged through activities and questioning where appropriate.

Within the East Somerset Federation, we are committed to providing all children with an equal entitlement to activities and opportunities.

Monitoring and Review

The monitoring of standards of learning and the quality of design and technology teaching is the responsibility of the design and technology subject leader. The work of the subject leaders is significant in raising standards and this involves supporting colleagues in their teaching, being informed about current developments in their subject, and providing a strategic lead and direction in design and technology. Where possible, subject leaders have specially allocated time for carrying out the vital tasks of reviewing samples of work and visiting classes to observe teaching.

This policy will be reviewed biennially.