Design and Technology Policy

Approved: April 2025

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Introduction

This policy outlines the teaching and learning of Design and Technology at Raddlebarn Primary School. Design and Technology involves a great range of practical problem-solving skills, including realising a need, design, material choice, tool choice, following instructions, testing, improving and evaluating.

In Early Years Foundation Stage, Design and Technology is part of Understanding the World and Expressive Arts and Design.

Aims

At Raddlebarn, we aim to offer opportunities for children to:

- Develop imaginative thinking in children and to enable them to talk about what they like and dislike when designing and making.
- Enable children to talk about how things work, and to draw and model their ideas.
- Encourage children to select appropriate tools and techniques for making a product, whilst following safe procedures.
- Explore attitudes towards the man-made world and how we live and work within it.
- Develop an understanding of technological processes, products, and their manufacture, and their contribution to our society.
- Foster enjoyment, satisfaction and purpose in designing and making.
- Understand and apply the principles of a healthy diet.
- Understand where food comes from and the issues of seasonality.

Teaching and Learning

Design and Technology is taught as a subject specific activity through a combination of whole class teaching, group work and individual work.

All pupils are encouraged to:

- Be imaginative
- Generate ideas through discussion and experimentation.
- Extend knowledge and understanding of a wide range of materials, including construction kits, textiles, food, wood, plastic, and reclaimed/junk materials.
- Work within groups and as individuals.
- Make use of drawings and models to communicate their ideas.
- Evaluate their work and identify strengths and weaknesses in a positive way.
- Experiment with simple components, mechanisms and structures.
- Learn about health and safety aspects when working with a variety of materials and tools.
- Consider risk to themselves and to others.

Children will design and make a range of products. A good quality finish will be expected in all design and make activities appropriate to the age and ability of the pupil.

The work covered in each year group ensures a balance of:
• investigative and evaluative activities,
• focused practical tasks,
• designing and making assignments.

Cross curricular links

Cross curricular links are identified when appropriate particularly in Art, Science and Mathematics.

The teaching of Design and Technology offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groups allow children to work together and give them the chance to discuss their ideas and feelings about their own work and the work of others. Through their collaborative and co-operative work across a range of activities and experiences in Design and Technology, the children develop respect for the abilities of other children and a better understanding of themselves. They also develop a respect for the environment, for their own health and safety and for that of others. They develop their cultural awareness and understanding, and they learn to appreciate the value of differences and similarities. A variety of experiences teaches them to appreciate that all people are equally important, and that the needs of individuals are not the same as the needs of groups.

Design and Technology - Inclusion

Teachers ensure that the children have access to the range of Design and Technology activities and use opportunities within Design and Technology to challenge stereotypes. Children are encouraged and supported to develop their Design and Technology capability using a range of materials. Teachers differentiate activities within Design and Technology to ensure that specific needs of individual children are best met.

Assessment and Recording

At Raddlebarn Primary and Nursery School assessment is an integral part of the teaching process to check children's understanding and skills. The areas that are assessed are Designing, Making and Evaluating, Technical Knowledge, and Cooking and Nutrition. The assessment of children's work is ongoing through lessons to ensure that progress is being made.

Role of Design and Technology Co-Ordinator

The role of the Design and Technology Coordinator is to;

- advise and support staff in planning, teaching and learning of Design and Technology.
- monitor teachers' planning and assessment as part of on-going subject monitoring and evaluation of practice.
- audit, identify, purchase and organise all resources, ensuring they are readily available and well maintained.