



Ormskirk West End

Primary School

From Tiny Acorns, Mighty Oaks Grow.

Community Primary ages 4-11

Design Technology Policy

Approved: Spring 2023

Next Review Date: Spring 2026

Ormskirk West End Design Technology (DT) Policy

Design Technology Policy

Our DT Policy follows The National Curriculum 2014 for DT and aims to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook.

Our vision:

At Ormskirk West End Primary School we believe in the concept of lifelong learning and in the idea that both adults and children learn new things every day. We are committed to pursuing excellence and encouraging every individual. Our learning environment and ethos promotes respect and self-esteem, ensuring that all children feel happy, safe, cared for and therefore ready to learn. We value the role of parents and the community in learning and actively encourage involvement. We are dedicated to providing excellent and enjoyable teaching through a broad, balanced and creative curriculum. We are proud of our achievements and celebrate the successes of all members of our school community.

Aims and objectives

Design and technology prepares children to take part in the development of tomorrow's rapidly changing world. Creative thinking encourages children to make positive changes to their quality of life. The subject encourages children to become autonomous and creative problem-solvers, both as individuals and as part of a team. It enables them to identify needs and opportunities and to respond by developing ideas, and eventually making products and systems. Through the study of design and technology they combine practical skills with an understanding of aesthetic, social and environmental issues, as well as of functions and industrial practices. This allows them to reflect on and evaluate present and past design and technology, its uses and its impacts. Design and technology helps all children to become discriminating and informed consumers and potential innovators.

The objectives of teaching design and technology are:

- to develop imaginative thinking in children and to enable them to talk about what they like and dislike when designing and making things;
- to enable children to talk about how things work, and to draw and model their ideas;
- to encourage children to select appropriate tools and techniques for making a product, whilst following safe procedures;
- to explore attitudes towards the made world and how we live and work within it;
- to develop an understanding of technological processes and products, their manufacture and their contribution to our society;
- to foster enjoyment, satisfaction and purpose in designing and making things.

Teaching

The school uses a variety of teaching and learning styles in design and technology lessons.

The principal aim is to develop the 6 key principles of DT:

- User
- Purpose
- Functionality
- Design Decisions
- Innovation
- Authenticity

We provide a design brief and encourage children to create their designs based on the brief. We discuss and decide on the user and purpose of the product and consider ways to make the product work. We encourage the use of prototypes and exploring technical elements e.g. mechanisms before making final products.

PLANNING

School curriculum

We use the National Curriculum to plan our DT units. To support this we use Projects on a Page from the D&T Association to structure each individual unit.

EYFS

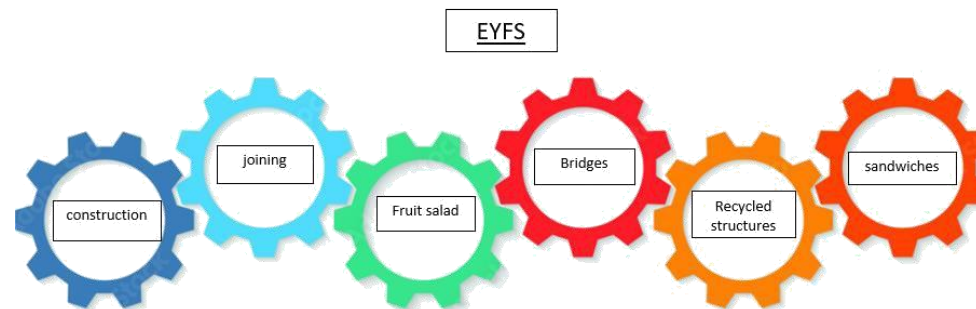
We encourage the development of skills, knowledge and understanding that help reception children make sense of their world as an integral part of the school's work. As the reception class is part of the Early Years Foundation Stage, we relate the development of the children's knowledge and understanding of the world to the objectives set out in the Early Learning Goals. These underpin the curriculum planning for children aged three to five. 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, foster the children's interest and curiosity.

During the Early Years Foundation Stage pupils explore and use a variety of media and materials through a combination of child initiated and adult led activities. DT activities are linked to each topic. Child interests are also explored when they arise and are supported through next step planning.

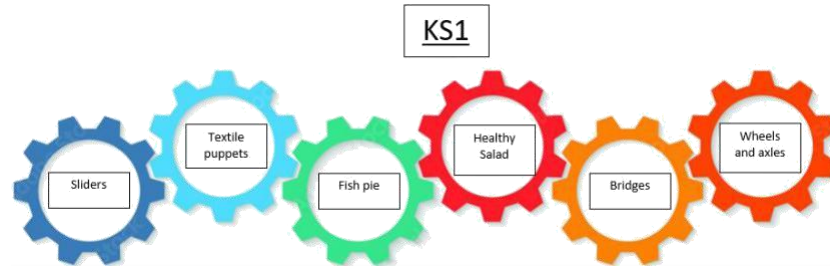
Children have the opportunity to support their child initiated play through the continuous provision which gives children access to a variety of DT resources. Including (but not restricted to) construction kits (small and large), junk modelling, Duplo, Lego, wooden blocks, stickle bricks, nuts and bolts, straws and connectors, marble run, wooden blocks, bricks. Cutting and joining resources: scissors, hole punches, glue, sellotape, ribbon, split pins, wool, string, nuts and bolts. Embellishments: sequins, glitter, buttons, threads, pom poms, wool, ribbon, stickers.

In EYFS children work with cold foods- making fruit salads and sandwiches.



KS1

In KS1 we progress from EYFS following a 2 year rolling curriculum. The projects covered in KS1 are as follows:



LKS2

In LKS2 we have a 2 year rolling curriculum completing 3 DT projects per year. The projects covered in LKS2 are as follows:



UKS2

In UKS2 we follow a 2 year rolling curriculum which progresses from LKS2. The projects covered in UKS2 are as follows:



ASSESSMENT

This is achieved through:

- discussion with pupils;
- observation of pupils;
- marking DT project booklets;
-

MONITORING AND EVALUATION

The Subject Leader follows the School Self Evaluation for Subject Leaders' Guidelines and is achieved through;

- monitoring and evaluation of pupils' work;
- lesson observations;
- monitoring of planning
- Discussions with children

SAFETY

Following COSHH guidance 'Be Safe'.

PARENTAL INVOLVEMENT

Following the guidelines in the whole School Policy on Parental Involvement in their Children's Education, parents may be involved in class based work if they can offer a particular skill or extend and compliment the class teacher's skills and knowledge.

REPORTING TO PARENTS

Following whole School Policy based on National requirements and reported in parents' evenings and end of year report.

REVIEW

This DT policy will be reviewed by the DT curriculum leader and the senior management team along with the governing board.

Laura-Jean Horton

DT Leader.

