

WELBECK PRIMARY SCHOOL



DESIGN AND TECHNOLOGY POLICY

Approved	March 2025
Next Review	March 2026

Aims and Objectives

- To develop children's designing and making skills.
- To develop children's capability to create and evaluate high quality products and prototypes through building and applying a repertoire of knowledge, understanding and skills.
- To nurture children's creativity and innovation through designing and making.

Our Design and Technology education:

- Contributes to a broad and balanced education.
- Is a powerful tool, which can support the development of knowledge, concepts and skills and enhances the learning process across the curriculum.
- Enables children and groups of children to look for needs, wants and opportunities, becoming autonomous and effective problem solvers, and responding to them by developing a range of ideas, products and systems.
- Enables children to develop the creative, technical and practical expertise needed to perform everyday tasks confidently and participate in an increasingly technological world.
- Enriches the curriculum for all children, irrespective of gender, culture, religion, class, ability and disability.
- Develops children's understanding of the principles of nutrition and healthy eating, and opportunities to apply these when learning to cook.

Planning

The planning and implementation of Design and Technology in the curriculum is the responsibility of all the teaching staff.

- Communication – When planning a special event such as a Design Technology week, Design Technology activities or workshops, information is given to staff by delivering a staff meeting/ INSET. A copy of any letters sent to parents for parent workshops must be given to the office.
- Individual Action Plans will contribute to the overall School Improvement Plan.
- Allocation of funding and distribution of resources - Each area of the school organisation is funded separately. The Governing Body allocates the funds annually depending on curriculum design, need and priority. Staff are given the opportunity to contribute to the identification of needs.
- Design Technology lessons in the Foundation Stage follow 'Expressive Arts and Design' areas of the Foundation Stage Curriculum in which there is a focus on exploring and using media and materials and being imaginative. Long term planning in Key Stages 1 and 2 follows the new National Curriculum aims. Staff make cross-curricular links when possible to fit their topic, ensuring progression of skills across the school.
- Use of the local community, local businesses and other agencies is encouraged where possible to provide DT workshops, creative weeks and cooking and nutrition experiences.

Teaching and Learning

Teaching at all levels should include a variety of teaching styles making the lessons suitable and accessible to all children, regardless of ability.

The various techniques should include opportunities for:

- Group, individual and whole class activities.
- Discussion with the group and individual children as well as through demonstration and instruction.
- Individual research and exploration opportunities. Self-evaluation through prototypes and testing ideas.
- Use of a variety of Computing to enhance the pupil's understanding and potential throughout the design process.
- Enhancing a child's self-esteem by promoting success in achievement and enjoyment in learning.
- Equipping children with skills to interact with others, thereby developing a child's sense of purpose and belonging.
- Valuing their own work and that of their peers by evaluating their work and considering the views of others to improve it.
- Extra-curricular activities and clubs/ Gifted and Talented provision for those children who demonstrate a particular interest or ability.
- Using expertise and knowledge from within and outside the school.
- Develop a crucial life skill in learning to cook with opportunities to apply principles of nutrition and healthy eating.
- Planting, growing and harvesting fruit and vegetables develops their understanding of seasonality and where food comes from.

Monitoring and Evaluation

The Design and Technology Co-ordinator is responsible for termly monitoring of planning and teaching to ensure coverage and progression. Termly learning walks around the school help to monitor coverage of the Design Technology Curriculum. Good practice is ensured through lesson observations, work analysis, staff meetings and training.

Assessment Opportunities

Assessment in Design and Technology follows the School's Assessment Policy.

- Assessment is a continuous process which both reinforces teacher/ pupil planning and provides clear information for others. Assessment should point a way forward and show what has been achieved.
- Reporting to parents will follow school guidance and procedures and address the End of Key Stage Descriptions.

Resources

Design and Technology resources are stored in the Art stock cupboard off the hall. There are toolboxes with tools to be used with supervision.

Each classroom in Key Stage 1 and Lower Key Stage 2 has its own Design and Technology area for children to explore. In addition to this, staff can withdraw from the centralised storage as much as is needed for short periods.

Cooking resources are stored in the cupboard in the dining hall.

An inventory of resources for Design and Technology will be reviewed and updated by the Design Technology coordinator.