



Burscough Bridge Methodist Primary School

Design Technology Policy

Mission Statement

'Let Your Light Shine To All' (John Wesley)

Through exciting opportunities in lessons and the wider curriculum our children become well rounded, caring changemakers in our world. Each child is at the heart of all we do to ensure they become the best they can be and are meant to be.

If doing a good act in public will excite others to do more good then 'Let Your Light Shine To All'. Miss no opportunity to do good - (John Wesley)

Vision

As a truly distinctive Methodist school our vision is to be a Welcoming, Worshipping, Witnessing presence in the village and the community. At Burscough Bridge children thrive, emotionally, spiritually and academically to be the person God intended them to be; a school that the Methodist Church and the local community can take great pride through

Intent

Design and Technology is an intricate part of our day to day lives and it is therefore vital that our children are taught how this subject is of great importance to our rapidly changing world. At Burscough Bridge Methodist school, we encourage the children to think creativity in order to solve real and relevant problems within a variety of contexts, whilst considering their own and other's needs, wants, and values. The children acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. In Design Technology, children are expected to be reflective and evaluate past and present products as well as investigate its uses and effectiveness. This will enable them to become resourceful, innovative, enterprising and capable citizens. Throughout the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world.

Aims

The national curriculum for design and technology 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.

Implementation

Planning: All staff are briefed on the planning procedures for Design Technology in staff training/meetings and through email communication. Teachers are encouraged to make links to other subject areas, whilst ensuring that children learn explicit subject content.

Long Term Planning: The curriculum map outlines the units and focuses to be taught in each year group.

Medium Term Planning: Teachers should follow the medium-term plan for each unit of work provided by the DT Association which has a clear plan for progression. Medium term plans provide an overview of each unit of study following the iterative design methodology. As a starting point, teachers should look at the learning content within the National Curriculum for Design Technology.

Short Term Planning:

Short term planning is the responsibility of individual teachers, who build on their medium-term planning by taking account of the needs of children in their class and identifying the way in which ideas might be taught. It is recommended that teachers annotate their medium-term plan after each lesson and after continual assessment for learning, ensuring fluidity between sessions. This document can then serve as a short-term plan. These plans are solely for the benefit of the class teacher and do not need to be shared with the subject leader.

Teaching and Learning:

The school uses a variety of teaching and learning styles in Design and Technology lessons. The principal aim is to develop children's knowledge, skills and understanding in Design and Technology. Teachers ensure that the children apply their knowledge and understanding when developing ideas, planning and making products, and then evaluating them. We do this through a mixture of whole-class teaching and individual or group activities. Within lessons, we give children the opportunity both to work on their own and to collaborate with others, listening to other children's ideas and treating these with respect. Children critically evaluate existing products, their own work and that of others. They have the opportunity to use a wide range of materials and resources, including I.T. In all classes there are children of differing ability. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- setting common tasks that are open-ended and can have a variety of results;
- setting tasks of increasing difficulty where not all children complete all tasks;
- providing a range of challenges through the provision of different resources;
- using additional adults to support the work of individual children or small groups.

Assessment and Recording:

In KS1 and 2, D.T is planned to be taught each week, if possible, to build on skills developed. However, there may be times when the teachers will block units, with one unit in each term, if this links to other subjects and the knowledge from that subject area needs to be in place before the design phase. Units cover the different areas of D.T. in each Key Stage (mechanisms, structures & textiles) with food technology included each year. Focused skills can also be taught as discrete elements where appropriate, normally to reinforce or teach skills that children will be required to apply in forthcoming projects.

To encourage learning through practical application, collaborative work and discussion, work is recorded on a one-page document, with added pages when needed. This enables the children to see the stages of the design process from beginning to end. Work is collated in a folder.

EYFS – We encourage the development of skills, knowledge and understanding that help our youngest children make sense of their world as an integral part of the school's work. The development of the children's knowledge and understanding of the world is set out in the Early Learning Goals. 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.

Children learn through a range of experiences and will be encouraged to explore, observe, solve problems, think critically, make decisions and talk about why they have made their decisions and make the most out of their learning opportunities.

Learning experiences will include:

- Constructing – learning to construct with a purpose in mind
- Structures and joints – learning about structures and joining techniques
- Using a range of tools – planning and adapting initial ideas to make them better
- Cooking techniques – stirring, mixing, pouring and blending ingredients during cookery activities
- Exploration – dismantling things and learning about how everyday things work
- Discussion – opportunities to discuss reasons that make activities safe or unsafe.

We encourage children to use skills that they have learnt in their self-initiated product making and to record their experiences by drawing, writing and making models.

Equal Opportunities:

At our school, we teach Design and Technology to all children, whatever their ability and individual needs. Through our Design and Technology teaching, we provide learning opportunities that enable all pupils to make good progress. We take all reasonable steps to meet the needs of those pupils with special educational needs, disabilities, special gifts and talents and those learning English as an additional language.

We look at a range of factors (classroom organisation, teaching materials, teaching style and differentiation) so that we can take some additional or different action to enable the child to learn more effectively.

It is the responsibility of all teachers to ensure that all pupils, irrespective of gender, ability, including more able pupils, ethnicity and social circumstance, have access to the curriculum and make the greatest progress possible.

Health and Safety:

Food-hygiene and Safety Issues

At Burscough Bridge Methodist Primary School, we do not have a Health and Safety Policy specifically for the teaching of Design and Technology. Teachers teach the safe use of tools and equipment and insist on good practice prior to starting a task. However, safety issues do arise when teaching this subject. These include:

- The use of electrical equipment such as glue guns

- The handling of food stuffs
- The use of cooking appliances, including ovens and hobs
- Contact with sharp objects including wood, nails, needles, saws etc.
- Awareness of personal safety

It is the duty of all staff to:

- Recognise and assess the hazards and risks to themselves and others when working with food and other materials.
- Take action to control these risks and hazards.
- Be familiar with the contents of the Health and Safety Policy in general.

Teachers should be aware of the following:

- Children must not use cooking appliances unless under direct supervision from a responsible adult.
- Saws and other sharp objects (nails, needles etc) must be used under direct supervision. Saws should be used only with the wooden bench protectors. The teacher will make a judgment on the undertaking of activities involving sharp and/or potentially dangerous equipment depending on the age/ability of the children in his/her class. Some activities may be undertaken by an adult or in a small group or one to one situation as appropriate.
- Perishable food stuff must be stored sensibly and refrigerated if necessary. Care must be taken to ensure food is not used after the given sell by date.
- Teachers and adult support staff must oversee that cupboard, table tops, cooker etc. are clean and in working order.
- Children must wash their hands before and after any contact with food and other potentially harmful substances.
- Teachers must take into account possible food allergies to food such as nuts and should be aware of the location of any medication for the allergy.

Impact

The Role of the subject leader:

The core purpose of the subject leader is to provide professional leadership and management for a subject to secure high-quality teaching, effective use of resources and improve standards of learning and achievement for all pupils. This is done through the regular monitoring and evaluation of children's learning in the subject which informs future developments and actions to drive further success. Subject leaders report their findings to Governors which may be used to inform the strategic direction of the school.

Monitoring and Evaluation

The purpose of monitoring is to evaluate progress in learning and retention of key facts from learning. An evidence trail schedule is in place to facilitate a manageable monitoring timetable across the school. A range of evidence is considered when the subject leader monitors and evaluates learning including:

- looking at children's work in both paper and digital formats,
- lesson pop-ins
- pupil conferencing
- teacher conferencing meetings

Review:

The governing body will review this policy every three years. However, it may be reviewed earlier if new government regulations are introduced, or if the governing body receives recommendations on how the policy might be improved.

Subject leader responsible for development: Mrs L Tyrer

January 2021

Review due: January 2024