Ruardean C of E Primary School

Design and Technology Policy

Love of Learning - Love of Life - Love of one another

Policy Reviewed:	February 2023
By:	Subject Leader
Agreed:	
Next Review:	February 2025

Related Policies/Documents:

- **Teaching and Learning policy**
- **Computing Policy**
- **Health and Safety Policy**
- **Curriculum Policy**
- **PSHE Policy**

1. <u>Aims and Objectives</u>

Design Technology can be a creative, inspiring and practical subject encouraging pupils to problem solve, think critically and relate their thinking to their world.

Besides being a creative, interactive and enjoyable activity, Design and Technology can also be a demanding subject which offers links to, and strengthens, a range of curriculum knowledge, skills and subject areas. Our teaching aims to enable pupils to experience and explore creative and critical thinking through practical and evaluative opportunities within relevant contexts.

Aims
- develop the creative, technical and practical skills needed to perform everyday tasks linked to design and technology.
- to participate in an increasingly technological world

- build upon and apply a repertoire of knowledge, understanding and skills in order to design and /or make quality prototypes and products for identified users.
- research, critique, evaluate and test their ideas and products and the work of others and use this to inform their decisions and designs.
- for pupils to recognise and be familiar with the key elements of Design and Technology
- understand and apply the main principles of nutrition and healthy eating as well as learn a variety of cooking skills.
- through their learning opportunities make links and develop awareness of the role of Design and Technology within their world and beyond.

2. <u>Teaching and Learning Style</u>

At Ruardean C of E Primary School we aim to foster and encourage an interest in Design and Technology through enjoyable practical and creative learning experiences, linking to other subjects when appropriate, to add depth of knowledge and wider skill development.
By providing opportunities to participate in a range of learning approaches and experiences we aim to increase the confidence and inclusion of all children, alongside one another.

Exploration, questioning, problem solving, communicating, modification, developing and responding to specific success criteria are skills that are key to our teaching.

Our teaching focuses on providing learning opportunities that will enable children to make links with their world while developing their critical thinking and problem solving both independently and with other parties / groups.
We also aim to instill a love of cooking and add to their awareness of healthy eating and food production.

The key elements of Design and Technology (Design, Make, Evaluate, Technical Knowledge) are made clear to pupils throughout their learning sessions.
Learning objectives are also made clear relating to the elements of Design and Technology and facilitated within a context accessible and where possible familiar to our pupils. Children are exposed to and encouraged to use subject specific vocabulary to aid understanding of designs and processes.

As children progress, we expect:

- their communication and research skills to broaden.
- a wider tool and equipment use with increasing control.
- work towards developing their independent evaluation skills and analysis of design leading to setting their own success criteria.
- to understand how mechanisms, material qualities and the inclusion of technology can aid / impact upon their design process

and importantly

• an understanding of "a product", its purpose and the intended audience which will then inform their own designs and findings.

We recognize that children have a range of abilities and strengths in all classes and subject areas, so teachers provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. This is achieved in a variety of ways by:

- using our skills progression grid to inform steps for learning and challenge.
- setting common tasks which are open-ended and can lead to a variety of responses.
- providing different learning approaches from individual, pairs or group tasks.
- inclusion of all children so as to learn from one another and respect and value each individual's contribution.
- providing resources of different complexity and variety
- using classroom assistants to support individuals or groups of children during steps of learning
- where possible to use experts from the wider classroom and community to add and share their expertise and knowledge
- use of a 2-year rolling programme largely driven by a school scheme to provide consistency and a growth/ cascade of knowledge and skills
- use of books to record in and refer back to