

# **Woburn Lower School**

## **Design and Technology Policy**

Design and Technology is a foundation subject in the National Curriculum. Design and Technology is extremely stimulating for children as it is part of their immediate experience. It is found in many forms in products which have been designed to help people with their needs.

At Woburn Lower School we have planned our Design and Technology curriculum to enable children to combine practical skills with an understanding of aesthetic, social and environmental issues, as well as the products' functions. This allows them to reflect on and evaluate past and present design and technology and potential innovators in the future.

### **Aims**

- To enable children to become creative problem-solvers, both as individuals and as part of a team.
- To encourage children to identify needs and opportunities and to respond by developing ideas, and eventually making a range of products.
- To enable children to use the appropriate vocabulary to talk about how things work and to draw and model their ideas.
- To develop imaginative thinking in children and to enable them to talk about what they like and dislike when designing and making things.
- To foster enjoyment, satisfaction and purpose in designing and making things.
- To help children to take account of the necessity for safety, both for themselves and those around them.
- To encourage children to select appropriate tools and techniques for making a product, whilst following safety procedures.
- To help children develop skills and knowledge of tools and different materials.
- To help children foster an understanding of food products and the impact on their health.

### **Objectives**

- At Woburn Lower School we have worked across all year groups to secure that Design and Technology skills are covered and developed as children move through the school
- We will use the Design and Technology Associations 'Project on a Page' scheme of work to inform our planning
- Children will be taught the language of DT (design, form, function, structure, mechanism, electrical control)
- Children will be encouraged to use this language when discussing their work.
- They will have access to and be able to select from a range of materials and be taught to recognise when the use of certain materials is appropriate.

- They will be taught the health and safety aspects of the materials and techniques they use.
- Children will be introduced to and encouraged to discuss the work of other inspiring engineers and architects
- Children will be given opportunities to work individually, in pairs and groups when appropriate, and to co-operate when sharing ideas, materials and resources.
- Teachers will use additional adults to support the work of individuals or groups of children.
- Children will be expected to discuss their own and the work of others constructively and evaluate the final outcome of that work.
- The children will be encouraged to consider the importance of quality when designing and making.
- Children will ensure the product meets their design specification and is sufficiently well finished to carry out its function.
- They will work on focused tasks designed to develop and practise specific skills and add to their knowledge.
- Feedback will be given throughout.
- Children will use ICT and appropriate software to enhance their skills in drawing and for research.

### **Health and Safety**

A safe working environment and ways of working need to be encouraged from the earliest stage and safe practices should be understood by all. All areas must be in the direct vision of the teacher and there should be enough space for each child or group to work comfortably. Teachers should be aware of any physical limitations which a pupil may have and make suitable arrangements to allow the pupil to access the activity safely.

### **Food Technology**

Cooking utensils and work areas should be kept meticulously clean. Children should learn simple personal hygiene rules such as wearing a clean apron, washing hands before handling food and not eating food as they are cooking.

### **Tools**

Training children to use tools properly:

#### Saws

Never saw directly on the table. Always use a bench hook or G-clamp. Show the children how to start a saw cut by drawing the saw towards themselves to make a notch. When sawing, the effort is needed on the push stroke. Keep your hand and arm in line with the saw cut and your thumb tucked in. Support the material when nearly finished to prevent splintering.

## Drills

Children need to be shown how to change twist drills, how to hold a hand drill and how to keep it at right angles to their work. When drilling, turn the handle in a clockwise direction and continue turning the same way when removing the drill bit from the hole.

## Glue guns

Children should be taught how to use glue guns sensibly and safely.

## **Design and technology and ICT**

Information and communication technology enhances the teaching of Design and Technology, across the key stages. Children will be able to develop their information and communication technology skills in a variety of ways, such as:

- Using the internet to investigate products.
- Using drawing software to create designs and write codes to control models.

## **Foundation Stage**

We aim to provide a rich environment for our youngest children to thrive in where we encourage and value creativity. We relate the children's creative development to the objectives set out in the Early Years Framework, which underpin the curriculum planning for children aged three to five. The Expressive Arts and Design strand includes art, design, technology, music, dance, role-play and imaginative play. This broad range of experiences encourages children to make connections between one area of learning and another and extends their understanding of the world.

## **Assessment for learning**

At the end of each term teachers record the skill coverage and make judgements against all the skills that have been taught. This information is recorded to inform our assessment practices. Children will be encouraged to evaluate their own work and their own learning.

## **Reporting**

- Parents are informed about what will be taught by the termly curriculum maps for each Key Stage on our website.
- Reporting is done informally in the Autumn Term and Spring Terms via parents' evenings and in the Summer Term through a written report.
- Reporting on Art will focus on each child's skills acquired and techniques developed.
- Teachers are available for any parent to see concerning the pupils progress.

**Role of subject leader**

The Subject Leader is responsible for improving the standards of teaching and learning in DT through:

- Monitoring and evaluating DT.
- Pupil progress meetings.
- Provision of DT across the school.
- The quality of the learning environment.
- Taking the lead in policy development.
- Auditing and supporting colleagues in their CPD.
- Purchasing and organising resources.
- Keeping up to date with recent DT developments through their own CPD and that of others.
- Monitoring and assessment of DT across the whole school.
- Analysing data and creating action plans.

**Date adopted by setting:** April 2024

**Signed Governor**.....

**Next Review:** April 2027

**Subject Leader:** Mrs Paula Black