



**Rudston Primary School**

**Design Technology Policy**

**Date: October 2020**

**Subject Lead: Miss A Kinsey-Jones**

**This policy and all school policies are produced in accordance to guidance set out in our school legislation and guidance policy.**

**Approved By Governors: December 2020**

**Review: October 2022**

### **Our Mission Statement:**

To develop a love of learning,  
enabling all children to reach their full  
potential.

\* Respect \* Resilience \*  
\* Responsibility \* Enjoyment \*  
\* Challenge \*

### **Safeguarding Statement:**

“Rudston Primary School is  
committed to safeguarding and  
promoting the welfare of children and  
young people and expects all staff  
and volunteers to share this  
commitment.”

# **Design Technology Policy**

**2020**

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## **Design Technology Policy**

### **Introduction**

This document deals with the teaching of Design Technology in relation to the National Curriculum 2014 Programmes of Study. It has been written after consultation with colleagues throughout the school.

### **1. Curriculum Statement**

#### **1.1. Intent**

The 2014 National Curriculum for Design Technology aims to ensure that all children:  
At Rudston Primary we are fully committed to providing a D.T. curriculum that allows children to be creative, practical and reflective.

Through our D.T. curriculum we aim to encourage and develop children who can tackle challenges which reflect real life contexts. We aim for children to become resourceful and innovative in their approaches to tasks posed.

There are opportunities for children to explore various design elements of the past, the present and future and their impact on the wider world. Children are given the responsibility to work with technical tools and equipment safely.

Children leave Rudston Primary School with the ability to plan, design, build and evaluate a range of high quality products becoming enterprising and capable citizens.

At Rudston Primary School, we believe that developing Design Technology skills provides a valuable educational, social and cultural experience for our pupils. We want to expand their personal horizons, instil in them a love of learning and to foster inquisitive minds, resilience, self-motivation and respect for all.

At Rudston we are committed to teaching Design Technology to every child from Bright Stars to Year 6.

Children leave Rudston, with confidence in sharing their DT skills, as well as understanding and respect for other cultures, and customs. At Rudston we believe that through our Design Technology curriculum, we provide enjoyment and prepare our children for the next steps in their education and for the future beyond.

#### **1.2. Implementation**

In order to deliver our curriculum in Design Technology, we do the following:

Bright Stars and Reception have a designated area, within the classroom, for Design Technology. There is a rotating series of activities to develop their ideas and fine motor control skills, using a variety of equipment and resources.

## Design and Technology

Year 1 – Year 6 have at least one hour each week, every other half-term, in our extremely well-equipped art/DT room.

Throughout the half-term, children will look at concrete examples to help them design their own product. They will use a range of tools, equipment and resources to produce a finished piece which they will evaluate.

Breadth and balance:

- DT can stimulate creativity and promote imagination.
- DT provides a stimulating learning environment where children's work is celebrated.
- DT provides children with the opportunity to communicate what we see and feel through a variety of materials, textures, colours and patterns.
- DT provides visual, tactile and sensory experiences that are important to help all children gain an insight into the world around them.
- DT can give children confidence and a chance to produce something without failure, something that is personal to them.
- DT can enrich all other areas of the curriculum by adding a practical approach to learning. Children become aesthetically aware of their surroundings and can be involved in how they look. They learn to make informed judgements and practical decisions. They learn how DT has influenced the way in which people live and how it communicates different periods of history and is a means of learning about different cultures

We will ensure that in all key stages, the activities of designing, making evaluating and digital media are covered. We will ensure that pupils will develop their creative ideas in both expressive and craft design contexts and that their work will be informed by visual investigation from direct observation and other reference materials.

The study of the work of artists, designers from the locality, the past, the present and a variety of cultures will be an integral part of practical Design Technology activities.

### **1.3. Impact**

Our Design Technology curriculum ensures that children develop their confidence, skills and knowledge of different designers and techniques.

Techniques are revisited regularly, with an added skill or challenge. This ensures that learning objectives are embedded. The lesson structure each week allows time for topics to be developed and improved.

Throughout each topic, children will be provided with opportunities to extend their knowledge and skills with a range of resources. The children's abilities are assessed by themselves, their peers and the subject coordinator, who, with school leaders, evaluate the

impact of our curriculum provision through completing regular monitoring, including pupil voice.

## **2. Curriculum Planning**

### **School Staff**

- To promote a confident, positive attitude towards the learning and use of DT making it an enjoyable experience;
- To enable the children to be able to observe, use first-hand experience and have the confidence to create their own ideas.
- To develop their ability by using a range of materials, tools, and techniques within DT lessons.
- To foster an enjoyment and appreciation of DT, both looking at their own work and the work of others.
- To increase the children's knowledge of artists, craftspeople and designers who have influenced work in this area from a range of cultures and time periods.
- To help them gain a critical awareness of DT place within different periods and cultures.

### **Children**

- To develop an enjoyment of DT and see themselves as designers.
- To be able to express their own ideas, through DT and give meaning to the world around them.
- To be able to use a range of materials, tools and techniques at a comfortable level for them.
- To be able to be critical in evaluating their own and other people's work, giving an opinion on what they think might improve the piece of work.
- To develop an awareness of how DT relates to other areas and the influence it has upon the world in which we live.

## **3. Differentiation and Equal Opportunities**

In line with our school's SEND & Inclusion Policy, all pupils irrespective of race, gender and disability, should be allowed to achieve the level of success and self-esteem they deserve. Equal opportunity will be reflected in tasks, outcomes and grouping situations, allowing each child to progress at his / her own level. Teacher and peer support will enable all children to reach their potential.

## **4. Assessment**

Assessment opportunities will monitor progress, measure attainment and inform future planning. Each topic will be assessed through work in their DT books and finished pieces. This will be logged on O trac.

## **5. Cross Curricular Links**

Opportunities are used to encourage children to use their creative knowledge over all areas. DT can help provide meaning to all other subjects within the curriculum. DT is a way of providing opportunities to develop fine-motor skills, observational skills, and concentration. DT can be linked to all other areas and gives a practical approach to learning.

An understanding and application of visual language impacts upon every aspect of our lives and culture. It pervades the whole curriculum through the skills, knowledge, values and attitudes which are central to all Design Technology activities. By teaching Design Technology through our various challenge curriculum topics, and as a stand-alone subject, many opportunities will be provided to develop pupils':

- creative skills
- knowledge and understanding of the world around them
- sense of time and place
- awareness of the ideas, attitudes and beliefs of others within linked activities between DT and other subjects

## **6. Co-ordination**

Responsibility for the implementation of the Design Technology curriculum will be that of the designated Design Technology teacher. The Design Technology lead will:

- Design and deliver the curriculum
- Order resources and equipment for the art/DT room
- Assess children on a termly basis and record on a track
- Conduct pupil voice sessions and feedback to teachers.
- Grades and comments for the end of year report will be provided by the Design Technology coordinator,

## **7. Policy Review**

This policy was written by A Kinsey Jones, in October 2020, and was reviewed by the governors in December 2020 . The policy will be reviewed by October 2022.

## **Covid 19**

Due to the ongoing pandemic, changes will have to be made to this policy. In order to keep all staff and children safe, teaching will be restricted to year group bubbles. Therefore, Design Technology will be taught by the class teacher, until restrictions are lifted.

## Design and Technology

The Design Technology coordinator will ensure that planning and power-points are available on the staff drive (20/21 DT). Each child has a limited supply of individual resources. These can be augmented from the art/DT room. All equipment/resources must be thoroughly cleaned and left for 72 hours before returning to its correct place in the art/DT room.