



Badgerbrook Primary School

Design and Technology

Policy

2024/25

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| Policy Date: | September 2024 | Version: 1 |
| Policy Review Date: | September 2025 | Emily Emsley |
| Ratified by Advisory Board: | | |

Signed:

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Aims of our Design & Technology Policy:

At Badgerbrook Primary School, Design and Technology prepares and encourages pupils to become independent and creative problem-solvers, both as individuals and as part of a team. It enables them to identify needs and opportunities and to respond by developing ideas and eventually making products and systems. Through the study of Design and Technology our pupils combine technical knowledge and practical skills with an understanding of aesthetic, social and environmental issues. This allows the pupils to reflect on and evaluate present and past designs and to develop an understanding of the uses and impacts.

The aims of this policy is to encourage pupils to:

- develop imaginative thinking and to be able to talk about what they like and dislike when designing and making;
- talk about how things work, and to draw and model their ideas;
- encourage pupils to select appropriate tools and techniques for making a product, whilst following safe procedures;
- explore attitudes towards the world and how we live and work within it;
- develop an understanding of technological processes, products, and their manufacture, and their contribution to our society;
- Foster enjoyment, satisfaction and purpose in designing and making.

Purpose of Study - Why Teach Design & Technology?

Teaching and Learning

Design and Technology is taught in blocks of taught time, in short skills-based activities or during Design and Technology focus days. Pupils are engaged in a broad range of designing and making activities and use a variety of methods such as speaking, drawing, annotations, mock-ups and ICT to communicate their ideas. Activities are differentiated through careful planning and the selection of resources, thus ensuring that the specific needs of individual pupils are met, and appropriate support or challenge is provided. Links to other areas of the curriculum such as mathematics, computing, science and art are identified wherever possible. This helps to give the pupils' work a practical context and encourages them to apply their skills to "real world" problem-solving.

Planning

Planning for Design and Technology is structured to deliver a cohesive and enriching educational experience aligned with the National Curriculum and EYFS framework. Our approach begins with thorough curriculum mapping and coverage of the required skills and knowledge throughout the academic year. Blocks of work are planned for each term outlining specific learning objectives, activities, and assessment methods, facilitating focused and effective lesson delivery.

Assessment

On-going formative assessment during Design and Technology activities is used to inform end-of-year assessments. Areas of success are identified as well as the next steps to support the pupils' learning. Teacher assessment will be used to assess pupils as working below age-related expectations, working towards age-related expectations, working at age-related expectations or working above age-related expectations. These assessments will be shared with parents in the annual report.

Monitoring and Evaluation

The Design and Technology Subject Leader is responsible for monitoring and evaluating attainment in Design and Technology across the school. A data analysis summary is completed at the end of each academic year and this information is used to inform an annual action plan for Design and Technology. The subject leader will also identify areas of need within the school and advise and support other members of staff where necessary.

Class teachers play a crucial role in monitoring and evaluating the Design and Technology curriculum to ensure high standards of teaching and learning. Ongoing assessments, including project work, practical tasks, and written work, allow class teachers to evaluate pupils' practical skills, creativity, problem-solving abilities, and understanding of technological concepts.

Safety

Ensuring the safety of pupils during Design and Technology activities is paramount. Risk assessments are conducted before a Design and Technology activity to identify potential hazards and implement appropriate safety measures, ensuring the safe use of tools, equipment, and materials. It is important that pupils are taught to use tools and equipment confidently and safely and understand the steps they should take to control risks. Pupils should be given clear instructions on the use of all equipment before being allowed to work with it and must be carefully supervised at all times. Food hygiene must also be considered when working with food. Pupils and staff will take care to undertake appropriate hand washing and other hygiene-related activities prior to preparing food. Through these measures, our Design and Technology policy aims to create a secure environment where pupils can explore, create, and learn without compromising their well-being.

Reporting to Parents

We place a high value on keeping parents informed and engaged with their child's progress in Design and Technology. We have a comprehensive reporting approach, including end-of-year reports, termly parents' evenings, and book looks. Each pupil receives an end-of-year report that outlines their achievements and progress in Design and Technology.

Termly parents' evenings offer an invaluable opportunity for face-to-face discussions between teachers and parents. During these meetings, teachers provide insights into the student's progress, strengths, and areas where additional support may be needed. These conversations ensure that parents are well-informed about their child's learning journey and can actively participate in supporting their development.

Book looks are scheduled regularly throughout the academic year, allowing parents to review their child's work first-hand. By utilising these methods, we aim to create a transparent and supportive environment that encourages parental involvement and helps each student reach their full potential in Design and Technology.

Feedback

Refer to the feedback policy.

In Design and Technology, feedback will be provided through individual and group verbal feedback, written comments, and whole class discussions, depending on the task. This feedback will enable pupils to enhance their understanding of design and technology concepts, improve the accuracy of their technical vocabulary, and refine their practical skills.