



THAMES VIEW JUNIOR SCHOOL DESIGN & TECHNOLOGY POLICY AND GUIDANCE

Updated September 2022

Introduction

Design and Technology involves applying knowledge and skills when designing and making products. The activities undertaken will enable our children to consider the needs of individuals and society within a caring community. Undertaking design and technology activities in school will give our children opportunities to use a range of materials and processes; to explore, evaluate and amend ideas; and to build on their skills for both independent learning and team work. We would hope that the activities undertaken during their time at Thames View Junior School will also reflect the children's local environment and support them in the wider world.

Aims

The school's aims are to:

- Meet the requirements of the National Curriculum programmes of study for design technology
- Develop their designing and making skills
- Develop teamwork skills and listen to others' opinions.
- Develop knowledge and understanding
- Develop their capability to create high quality products through combining their designing and making skills with knowledge and understanding
- Nurture creativity and innovation through designing and making
- Explore values about and attitudes to the made world and how we live and work in it
- Develop an understanding of technological processes, products, their manufacture and contribution to society.
- Understand and apply the principles of nutrition and learn how to cook.

Key Stage 2

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].

When designing and making, pupils should be taught to:

Design

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to
- improve their work
- understand how key events and individuals in design and technology have helped shape the world

Technical knowledge

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- apply their understanding of computing to program, monitor and control their products

Assessment

Assessment for Learning:

Children receive effective feedback through teacher assessment and assessment for learning strategies are integral to the design of each lesson.

Design Technology feedback is given verbally by teachers. Some pieces of Design Technology evidence will have written feedback in the form of next steps to challenge and progress learning where appropriate. Assessment judgements are based on whether a child has met the progression ladder statement or not. Assessments will be made by class teachers after each project and these will be used to support an end of year assessment judgement for effort and attainment.

Health and Safety

Teachers will always teach the safe use of tools and equipment and insist on good practise.

Equal Opportunities

The school is committed to ensuring the active participation and progress of all children in their learning.

All children will be given equal opportunities to achieve their best possible standard, whatever their current attainment and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation or the progress of which they are capable.

Inclusion

At Thames View Junior School, we teach design technology to all children, whatever their ability, age, gender or race. Design technology forms part of our school curriculum policy to provide a broad and balanced education for all children.

We provide learning opportunities that are matched to the specific needs of children with learning difficulties. In some instances, the use of design technology has a considerable impact on the quality of work that children produce; it increases their confidence and motivation and allows access to parts of the curriculum to which the children would otherwise not have had.

Role of the Subject Leader

The subject leader is responsible for providing professional leadership and management of design technology within the school. They will monitor standards to ensure high quality teaching, effective use of resources and improved standards of learning and achievement. This will include observation of lessons and scrutiny of the pupils' work. They will collect, analyse and distribute, where applicable, information relating to the subject to the relevant people.

Class Teachers

It is the responsibility of each class teacher to ensure that their class is taught all elements of the design technology curriculum as set out in the National Curriculum programme of study.

Parents

Parents are encouraged to support the implementation of design technology where possible by encouraging use of design technology skills at home during home-learning tasks and through the school website. They will be made aware of e-safety and encouraged to promote this at home.

Date of Policy: September 2022

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