

**Goostrey Community Primary School**

**Design and Technology**

1. Rationale

Design and Technology prepares children to take part in the development of tomorrow’s rapidly changing world. Creative thinking encourages children to make positive changes to the quality of life. The subject encourages children to become creative problem-solvers, both as individuals and as part of a team.

Through the study of design and technology they combine practical skills with an understanding of aesthetic, social and environmental issues; as well as functions and industrial practices. This allows them to reflect on and evaluate present and past design and technology, its uses and its impact.

2. Aims

* To develop imaginative thinking in children and to enable them to talk about what they like and dislike when designing and making.
* To enable children to talk about how things work and to draw and model their ideas.
* To encourage children to select appropriate tools and techniques for making a product, whilst following safe procedures.
* To develop an understanding of technological processes, products and their manufacture, plus their contribution to our society.

3. Guidelines for teaching Design & Technology

The National Curriculum (2014) is used as a basis for curriculum planning, together with the Quigley Milestones. EYFS will continue to teach from their EYFS curriculum. Long term overviews for each year group show what is to be covered in D&T during the year. Medium term plans give more detail for each term. The Quigley Milestones for each age range will be referred to in order to ensure curriculum coverage throughout the school. D&T will be taught in a cross curricular way whenever possible.

4. Monitoring the delivery of Design & Technology

The co-ordinator is responsible for monitoring the delivery of this subject. This may be through observations, scrutiny of work, formal/informal dialogue, overseeing planning etc.

5. Assessment procedures

Assessment will follow the school’s Assessment Policy.

6. Use of ICT

Pupils use ICT to support Design and Technology when appropriate. The use of software can enhance skills in this subject. Databases provide a range of information sources.

7. Health & Safety in Design & Technology

When working with tools, equipment and materials in practical activities, pupils will be taught:

* about the hazards, risks and risk control
* to recognise hazards and take steps to control the risks to themselves and others
* to manage their environment to ensure the health and safety of themselves and others

It is the teacher’s responsibility to ensure additional risk assessments are written if the activity is deemed high risk.

8. The coordinator’s role

* At the end of each term the co-ordinator will record work covered
* Collect samples of work at each milestone
* Monitor lessons
* Order and maintain resources
* Review Action Plan to support School Improvement Plan and Performance Management
* Meet with the Governor assigned to their subject
* Report termly to Governors
* Attend relevant meetings and appropriate training and report back to staff.

**When monitoring my subject in school I expect to see:**

In D&T Books

.Evidence of children’s designs and plans.

.If appropriate evidence of research.

.Evaluations and photographs of finished models.

.If appropriate some evidence of peer assessment.

In the classrooms – displays of completed models.

Best Practice – cross curricular links used effectively, a variety of resources and skills explored throughout the year, work displayed for the local community to enjoy (Exhibition).