



Design and Technology Policy

**Wadsworth Fields Primary
School**

2024

Introduction

Children today are living in a highly developed technological society. Daily, they are required to use a wide range of technological devices.

Design and Technology in the primary schools begins to help children to understand the technology which surrounds them. It is a practical, problem-solving area of the curriculum which gives the children opportunities to develop their imagination, knowledge and resourcefulness. It also encourages the personal skills of listening to the ideas of others, putting forward suggestions, learning from errors and trying alternatives, and giving positive feedback. We believe these are skills which are highly applicable to everyday life.

Definition

At Wadsworth Fields, Design and Technology is achieved through opportunities and experiences across the curriculum. These enable pupils to take part in a broad range of activities directly concerned with:

- ★ Identifying needs
- ★ Generating ideas
- ★ Planning
- ★ Making
- ★ Modifying
- ★ Evaluating

Topics will incorporate investigation and disassembly, focussed practical tasks and design and make assignments as outlined in the National Curriculum. Projects are taken from the Projects on a Page scheme, to ensure progression across all areas of school.

Special Educational Needs

We recognise that Design and Technology is a subject at which children who find more academic subjects difficult may have the potential to excel.

We believe that all children should have access to the entire curriculum. In cases where children need special provision, we will provide materials suitable to their needs to allow them to achieve to their full potential in this subject.

At Wadsworth Fields we are strongly committed to supporting all children with a Special Education Need. We are aware of the many complex and different needs of individuals (Dyslexia, Dyspraxia, ADHD and ASD) and aim to make provision for these in all lessons. Through training and resources children are supported by all adults both within and outside of the classroom.

Equal Opportunities

All children will be given equal access to technological activities regardless of gender or race.

Principles

Wherever possible, Design and Technology topics will be approached in a cross curricular manner. In this way we aim to encourage lateral thinking and transfer of knowledge across the curriculum.

Design and Technology projects will be approached in a manner which encourages practical problem solving. They will therefore be sufficient opportunities for children to explore and evaluate their own ideas.

Design and Technology will involve pupils in activities which will allow them to design and make artefacts and systems using a wide range of materials including:

- * Textiles
- * Graphic media
- * Construction materials
- * Food
- * Electronics

Aims and Objectives

Wadsworth Fields Primary School believes that Design and Technology is an essential component of the curriculum because it aims to develop:

1. Knowledge of:

- Materials (natural and man made)
- Forms and sources of energy
- Control systems
- Design (planning, organisation, aesthetics, presentation)
- Evaluation
- Health and safety
- Appropriate vocabulary
- Simple mechanisms and structures.

2. Competence in:

- Use of instruments, equipment, tools and systems
- Use of a variety of materials
- Drawing and modelling
- Assembling, fixing and joining
- Measuring, marking out, cutting and shaping

3. Awareness of:

- Real life situations and issues
- Impact of technology
- Conflicts of interest (personal, economic, environmental)
- Aesthetic and social implications

4. Attitudes:

- Curiosity
- Problem solving and analysis
- Originality
- Initiative
- Co-operation
- Perseverance
- Open mindedness
- Responsibility
- Divergent thinking
- Respect towards materials, tools and the environment.
- Learning from mistakes.

Differentiation

For open ended activities in particular, each child will respond at their own level of skill and understanding. Where children have a particular need, teachers will adapt each activity to enable every child to access it and learn at their own level. Teachers will also recognise where children have a particular ability and will seek out activities which will extend their understanding.

Assessment

Assessment will be made of the whole process of designing and making and will not be based on finished products alone.

Each project will have 3 or 4 main objectives which will be assessed at the end of the unit. Children will be assessed in terms of whether they have met these targets, exceeded them or not yet achieved them.

IT

Designing and making activities will include the use of IT where possible. This may include use of computers and the internet, voice recording equipment, programmable toys etc.

Health and Safety

- ★ From the beginning of their schooling children will be instructed in the safe use of scissors.
- ★ Woodworking does not take place in Key Stage 1. Key stage 2 children will be instructed in the safe use of saws, drills and craft knives. Children will work in small groups to allow close supervision when these tools are being used.
- ★ Food – children will be taught how to work hygienically and safely. Children will be taught how to use a knife safely and will work in small groups when use of a knife is required.
- ★ Children will not use solvent-based glues or paints. If these are required, they will be applied by an adult.

This policy will be reviewed in January 2026

Gurjit Johal
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