



Brookfield Park Primary School

Design and Technology Policy

Design and Technology Policy (reviewed January 2024)

Intent

At Brookfield Park Primary School, children receive a design and technology curriculum that allows them to exercise their creativity through designing and making. Children acquire a broad range of knowledge and skills, in addition to drawing upon learning from maths, science and art, to design and make products that solve real problems considering a variety of criteria. Through design technology, pupils learn to take risks and become resourceful, resilient and innovative. Evaluation is an integral part of the design process and allows children to adapt and improve their product. This is a key skill which they need throughout their life.

Implementation

The teaching and implementation of the Design Technology Curriculum at Brookfield Park Primary School is based on the National Curriculum and supported by the Kapow Scheme of work, which ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. This has been adapted to include links to cultural and historical references wherever possible. The teaching of DT follows the design, make and evaluate cycle. Design Technology is taught over 3 terms each year, allowing time for the process to be utilised effectively in conjunction with our curriculum links.

Impact

Our DT curriculum focuses on progression of knowledge and skills and discreet vocabulary progression forms part of all units of work. We measure the impact of our curriculum through the following methods:

Summative assessment of pupil discussions about their learning.

Images and videos of the children's practical learning.

Interviewing the pupils about their learning (pupil voice).

Annual reporting of standards across the curriculum.

By the time children leave our school they will:

Be able to use time efficiently and work constructively and productively with others.

Be able to carry out thorough research, show initiative and ask questions to develop an exceptionally detailed knowledge of users' needs.

Be able to design and make through working safely and ethically, using finite materials.

Have a thorough knowledge of which tools, equipment and materials to use to make their products.

The ability to manage risks well to manufacture products safely and hygienically.



Principles of Teaching and Learning Design and Technology

At Brookfield Park design and technology is taught in blocks which allows for more effective learning in which teachers can focus on design and technology knowledge and skills. The curriculum includes: Mechanisms and mechanical systems, textiles, electrical systems, structures, food and nutrition.

At Brookfield Park units of work are planned to include designing and making tasks (DMAs); supported by focused practical tasks or skills teaching (FTP) and work involving reviewing existing products-investigative, disassembly and evaluation activities (IDEAs). Pupils will use an iterative design process whereby ideas may be transformed into objects as they continually evaluate their work.

At Brookfield Park, we aim to ensure that no pupil experiences harassment, less favourable treatment or discrimination within the learning environment because of their age; any disability they may have; their ethnicity, race or national origin; their gender; their religion or beliefs. We value diversity of individuals within our school and do not discriminate against pupils because of 'differences'. We believe that all pupils matter and value all families too. We give all pupils every opportunity to achieve their best by taking account of the pupils' range of life experiences when planning for learning. As an inclusive school we recognise the need to tailor the approach to support pupils with identified SEN&D as well as those who are identified as benefiting from further enrichment and challenge.

Health and Safety

Teachers always plan design and technology activities with high regard to health and safety. Pupils are strictly supervised in their use of equipment at all times. Whilst health and safety considerations and risk assessment remain the primary responsibility of the teacher in charge, pupils are taught to:

- reduce risks through responsible behaviour and use good practice to avoid hazardous situations developing
- abide by simple safety rules when using tools or equipment
- consider and recognise hazards in their proposed ways of working, and take action to minimise them
- store tools and materials with due regard, and organise their working environment/ practices in a safe way.
- cooking and nutrition lessons require that hygiene is given the utmost priority. Activities involving the use of the oven require a high level of supervision with appropriate safety. When working with food an adult will be required to supervise activities involving cooking and food handling/preparation. Any perishable food should be stored in a fridge.
- all pupils should follow personal hygiene guidance (tie back hair, clean apron, use of blue plasters and washing hands)
- only the equipment on the trolley, which is for food use only, should be used, ensure that all equipment is cleaned and put away in trolley
- fabric work that involves scissors, sharp cutting tools, pins and needles requires careful resource management, pupils should be taught simple storage strategies for dealing with sharp objects that are 'not in use'
- construction kits may pose some small risk (particularly at EYFS and KS1) and pupils should be warned of the dangers of placing pieces in their mouths etc

