

Corsham Primary School

Design and Technology Policy



Reviewed: March 2024

Policy Ratified by the LGC: March 2024

Next Review Date: April 2027



Being an Engineer: An approach to Design and Technology



What is the point of Being an Engineer?

Design and Technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take considered risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High quality design and technology education makes an essential contribution of the creativity, culture, wealth and well-being of the nation.

The aims of being an Engineer are:

- To develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.
- Build and apply a repertoire of knowledge, understanding and skills in order to design and make high quality prototypes and products for a wide range of users.
- Critique, evaluate and test their ideas and products and the work of others.
- Understand and apply the principles of nutrition and develop cooking skills.

Where does it come from?

Being an Engineer is integrated into our curriculum through Curious-city, an enquiry-led, local learning approach to the National Curriculum 2014. This approach recognises that the cognitive maturity of learners affects what and how they learn. It also encourages teachers to consider how they support the importance of Being an Engineer instead of simply teaching them Design and Technology.

Within a Curious-city curriculum, there is no 'skills or knowledge' debate. It is seamless blend of both, and through every enquiry, learners are challenged to work independently to prove their understanding of Being an Engineer.

What does Being an Engineer Subject Leader entail?

- Provide encouragement and ideas to staff across the school
- Monitor content and enquiries and be mindful of coverage 'v' skill acquisition
- Collect and evaluate different voices with regard to Being an Engineer
- Ensure enquiry planning, books and displays are sufficient to effectively represent Being an Engineer
- Critical and evaluative thinking
- Creative and practical learning

- Understanding how we use DT and how it affects every aspect of our lives.

What is 'covered'?

Essentially, a Curious-city curriculum uses the National Curriculum 2014 areas as a basic foundation of entitlement. However Curious-city is much more than that. It is localised, real-life and challenges learners to apply their learning in unique ways without the support of adults to prove what they have learnt. Local companies, charities, organisations, individuals and objects are used as foci to enhance and instil a sense of curiosity, pride and stewardship.

How is Being an Engineer is monitored and assessed?

Subject Leaders review enquiry books, planning and displays. This helps to not only ensure coverage and 'matching up' progress throughout a year group in line with the whole school curriculum map, but also helps to gauge learner reactions to learning and provides an opportunity to collect different voices.

As there is no requirement to formally report attainment of Design and Technology, Being an Engineer is assessed through monitoring how a learner responds to enquiries and whether they show a particular enthusiasm and disposition towards it, or, if they constantly needed support in order to access it. This information is recorded onto an Enquiry Assessment Sheet which is kept and used to inform end of year traffic lights and reports and also to inform teachers in subsequent years.

Health and Safety

Safety is a priority in Engineer lessons and the following common sense safety procedures must be adhered to:

- Children will be taught to recognise dangers to themselves and others and how to control these risks.
- Children need to be taught to use, carry and store tools neatly and safely.
- Sharp tools and glue guns will not be made readily available to children. It is suggested that glue guns are reserved for use by children in Years 5 and 6, although teachers should use their discretion. The same applies to craft knives. These tools are stored in a separate box.
- Children will be supervised in their use of equipment at all times.
- Children and adults need to adhere to general Health and Safety hygiene when handling and preparing food.
- Teachers should also refer to the 'Health and Safety' policy.

Equal Opportunities

Teachers should:

- Adapt tools and equipment for pupils with physical disabilities wherever possible.
- Consider how pupils with learning difficulties will make progress Being an Engineer.
- Take care that the skills, concepts and knowledge which the children develop do not encourage gender or ethnic stereotyping.
- Ensure children with speech, language and communication difficulties understand the enquiry and task.

- Provide extension activities for those children working at Greater Depth or are more able.

When writing and reviewing this policy staff have completed an Equality and Diversity Impact Assessment in order to ensure it complies with equality obligations outlined in anti-discrimination legislation. We believe the policy positively reflects the aims and ambitions identified in Corsham Primary's Single Equality Scheme