Calow Church of England (V.C.) Primary School

Policy for Design and Technology

Introduction - The importance of Design and Technology to the curriculum

Design Technology is a foundation subject within the National curriculum and is concerned with developing skills and attitudes in order that children exercise control over the quality of their environment. It aims to integrate cognitive and manipulative skills through investigation; development of ideas, planning for implementation and making.

Aims

Children are encouraged to:

- Develop a range of knowledge and skills, communicate and make valued judgements and therefore constantly evaluate their work.
- Learn that the outcomes of Design and Technology activities will be tangible and they will provide solutions to problems which can be tested in use.
- Learn that Design and Technology activity provides a level of personal satisfaction and that it enhances a child's self-esteem. Children will feel that they can play a constructive role in technological society.
- Developed capability through purposeful activity using a range of tools, equipment and materials such as: wood, textiles, construction kits and other materials such as paper, card and reclaimed materials, mechanisms and pneumatics, structures and food. These are taught through a variety of contexts.

Teaching and Learning

In the Foundation Stage children follow the Early Years Foundation Stage Curriculum and they learn Design and Technology knowledge and skills through 'Expressive Arts and Design'. When 'exploring and using media and materials' the children are encouraged to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. They achieve the Developmental Matters Outcomes for time at 30-50 months and 40-60 months and work towards achieving the Early Learning Goal. Children are assessed and reported as meeting expectations, exceeding or not yet achieving the Early Learning Goal at the end of the Foundation Stage.

In Key Stage One and Two, each class teacher is responsible for the planning and delivery of Design and Technology through the Schemes of Work. Activities should include:

- Designing and making assignments (DMA) where pupils design and make items in a variety of materials linked with current topics where appropriate.
- Focused practical tasks (FPT) in which pupils develop and practice particular skills and knowledge.
- Product Evaluation (PE) where pupils investigate, disassemble and evaluate simple products.

Appropriate teaching methods should be used which allow children to explore ideas, individually, as a group or as a whole class. Children should be provided with opportunities to work co-operatively with others, setting their own targets and criteria for success within given criteria and to evaluate their own and other peoples work in a constructive way. Design and Technology may be taught through activities linked to other curriculum areas that may involve shared skills. Each teacher in School is responsible for the teaching of Design and Technology within their year group, ensuring that cross-curricular links are made e.g. through Mathematics, Science and Art.

Children should be encouraged to build on previous experience, develop skills in a range of appropriate materials and techniques and where appropriate to use knowledge gained in other subjects. Work should be planned ensuring an all-inclusive delivery of the programmes of study ensuring that children receive a broad and balanced curriculum within the scheme of work which ensure continuity and progression.

The provision of opportunities for both practical and theoretical work concerned with Design and Technology is essential as is the ability for children to learn from first-hand experience.

Inclusion of Vulnerable Pupils

Calow Church of England (V.C.) Primary School is committed to ensuring that all children are able to access resources and the curriculum at an appropriate level, where the needs of individuals are catered for to ensure that all children are able to reach their full potential. It is the responsibility of class teachers to ensure that differentiated work is available at appropriate levels for the children in their class, taking account of levels of ability.

Differentiation may be provided by activities of varying degrees of difficulty with differentiated learning intentions, different expected outcomes and use of an alternative range of resources or the amount of support given. The progress of vulnerable pupils is tracked to ensure their needs are met appropriately.

Higher Attainers

Children that are Higher Attainers register in Design and Technology should be given relevant extension tasks which further their learning and these tasks should be detailed on the relevant planning. Higher attaining children should be given a wide range of challenging tasks that help them to learn new skills as well as improving existing skills. Teachers needing support with differentiated activities may consult the various planning resources used in School or the advice of the Subject Leader.

Continuous Professional Development

The Design and Technology Subject Leader will take part in various courses, where appropriate, in order to enhance their understanding of Design and Technology. The subject leader will disseminate relevant information and ideas to other teachers within the School verbally or through staff meetings. Needs are identified by each teacher and relevant discussions and reviews are made.

Resources

The schools resource base contains a variety of materials. Most resources are kept together in the Design and Technology resource area. We endeavour to provide quality and up to date resources to help children develop a greater understanding of Design and Technology skills and concepts.

Health and Safety

The teaching of Design and Technology should endeavour to develop children's knowledge and understanding of health and safety as designers, makers and consumers including:

- Recognising hazards to themselves and to others in a range of products, activities and environments.
- Assessing risks to themselves and to others.
- Taking action to control these risks.

Relevant aspects of health and safety should feature in every unit and be aligned to appropriate year groups. Individual class teachers should be aware of health and safety issues in Design and Technology activities. Risk assessment should appear as appropriate in teachers planning. The suitability and use of resources are considered prior to use. Risk assessments are carried out by staff before educational visits take place. School Visitors have CRB checks in line with the school policy.

Assessment, Recording and Reporting

Children's progress is monitored through observation and by using planning and learning intentions. Teacher assessments are made at the end of each unit or topic using a range of relevant assessments, including the Calow Primary School Design and Technology assessment materials. Pupils are given feedback verbally and written feedback is also provided through "bubble and block" comments in line with the School's Marking and Feedback policy. The school assessment cycle includes work scrutiny for Design and Technology. Attainment in Design and Technology is reported on the end of year reports.

Monitoring and Evaluating

The Subject Leader will monitor teaching and learning in Design and Technology as part of the schools development plan and in line with the monitoring policy. Monitoring takes place through the school environment, professional dialogue and lesson observations. Samples of children's work in Design and Technology and photographs of Design and Technology displays are also kept. Meetings are held with the student council to gain their opinions about Design and Technology lessons, resources, visits and visitors etc. An action plan is developed yearly leading to an end of year position statement about teaching and learning in Design and Technology. The link governor is actively involved, meeting with the subject leader to discuss action plan progress and the position statement.

Policy reviewed: July 2015

Policy reviewed: July 2016

Reviewed and updated: November 2016

Next review date: November 2017

Signed: _____ (Chair of Governors)

Date: _____