ALL SAINTS UPTON C.E. PRIMARY SCHOOL

Policy for Design and Technology

Introduction

THIS DOCUMENT IS a statement of the aims, principles and strategies for teaching and learning of Design and Technology at All saints Upton C.E. Primary School.

IT WAS DEVELOPED during the summer of 2015 through a process of consultation with teaching staff.

THIS POLICY WILL BE REVIEWED in the summer of 2016

IT WAS APPROVED by the Governing Body on 15th July 2015

What is Design And Technology (D&T)?

Design and technology prepares children to take part in the development of tomorrow's quickly changing world. Creative thinking encourages children to make positive changes to their life. The subject encourages children to become independent and imaginative problem-solvers, as individuals and as part of a team. It helps them to identify needs and opportunities and to respond by developing ideas and making products. Through this subject, they combine practical skills with an understanding of artistic, social and eco-friendly issues, as well as functions and industrial practices. This helps them to reflect on and evaluate present and past design and technology, its uses and its impacts. Design and technology helps all children to become knowledgeable consumers and budding innovators.

OUR AIMS IN TEACHING D&T are that all children will:

- Develop imaginative thinking in children and to enable them to talk about what they like and dislike when designing and making.
- Talk about how things work, and to draw and model their ideas.

- Develop their capability to create high quality products through combining their designing and making skills with knowledge and understanding.
- Encourage children to select appropriate tools and techniques for making a product, whilst following safe procedures.
- Use and explore a range of materials, resources and equipment.
- Explore attitudes towards the made world and how we live and work within it.
- Develop an understanding of technological processes, products, and their manufacture, and their contribution to our society.
- Use the internet to explore ideas and already made products.
- Foster enjoyment, satisfaction and purpose in designing and making

Principles of the Teaching and Learning of Design and Technology

Design and Technology is important because:

- The designing and making of products is a pleasurable activity which can provide fulfilment throughout life;
- Technological capability is essential to living and working in a technological society.

Design and Technology is a foundation subject in the National Curriculum. The fundamental skills knowledge and concepts of the subject are set out in 'Key Stages 1 & 2 of the National Curriculum' where the single programme of study is divided in 4 main sections:

- Developing the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.
- Building and applying a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users.
- Critiquing, evaluating and testing their ideas and products and the work of others.
- Understanding and applying the principles of nutrition and learning how to cook.

For the purposes of assessment and reporting 3 attainment targets are identified:

* designing;
* making;
* evaluating;
* technical knowledge

Strategies for the Teaching of Design and Technology:

* **THE D&T CURRICULUM IS ORGANISED** on a topic basis where:
  * D&T is delivered in relation to the theme in each year group as part of the Creative Curriculum.
  * Whilst D&T may not be taught in every topic, the balance of topics throughout the year will ensure coverage of the year's objectives.
  * Approximately 1.5 hours per week is spent on D&T during the periods that it studied

THE PREDOMINANT MODE OF WORKING IN D&T is co-operative group work although individual work and class teaching are used where appropriate. Within this structure:

* groups are usually of mixed ability;
* children are encouraged to develop inter-personal skills through discussion;
* enquiry, negotiation and working as part of a team is encouraged.

THERE IS NO SPECIALIST TEACHING IN D&T; it is taught by class teachers

CLASSROOM HELPERS ARE USED IN KS1 to assist:

* in the classroom by preparing materials and supervising group activities;
* in providing other help, such as the demonstration of specialist skills.

THERE ARE NO SCHEMES OF WORK used in Design and Technology.

PUPILS WITH SPECIAL NEEDS received support from the class teacher to undertake exercises or projects geared to their level of ability and to take an effective and valuable role in mixed ability co-operative group work. They include:

- pupils with learning difficulties who may need support with reading and writing but who may have well developed practical skills in designing and making;
- pupils who have difficulties with practical tasks who may need more support and extra opportunities for practise;
- pupils with particular ability and flair for Design and Technology who are extended through the use of additional, more demanding, assignments.

HOMEWORK is used to support Design and Technology through tasks such as:
- library research;
- collecting objects from home.

THE EMPHASIS IN OUR TEACHING OF D&T is on providing opportunities for pupils to combine their designing and making skills with knowledge and understanding in order to design and make products.   The focus is on the assignments in which we encourage children increasingly to take control of their own learning. Thus:

- work in D&T draws on knowledge from all other subjects of the curriculum especially science, mathematics and art

EXCELLENCE IN D&T IS CELEBRATED in display and presentation include:

- suitably mounted displays in classrooms and throughout the school;
- presentation and display of work in assemblies and other public occasions and generally around the school.

- involvement in competitions, for example, cooking based.

Strategies for Ensuring Progress and Continuity

PLANNING IN D&T is a process in which all teachers are involved, wherein:

- the foundation for curricular planning is the Whole School Development Plan, developed through a process of collaboration between staff, and approved by governors;
- cycles of topic plans are drawn up by staff working groups and is carefully balanced to ensure full coverage of the National Curriculum 2014;
- schemes of work for Design and Technology are developed by the Enjoyment and Achievement Team (in collaboration with the whole staff) and are integrated with the topic cycles (see Appendix for details);
- staff meeting are used to discuss the Design and Technology curriculum and ensure consistency of approach and of standard.

THE ROLE OF THE D&T ENJOYMENT AND ACHIEVEMENT TEAM is to:

- take the lead in policy development and the production of schemes of work designed to ensure progression and continuity in Design and Technology throughout the school;
- support colleagues in their development of detailed work plans and implementation of the scheme of work and in assessment and record keeping activities;
- monitor progress in Design and Technology and advise the head on action needed;
- take responsibility in Design and Technology and advise the head on action needed;
- take responsibility for the purchase and organisation of central resources for Design and Technology;
- keep up-to-date with developments in Design and Technology education and disseminate information to colleagues as appropriate.

FEEDBACK TO PUPILS about their own progress in Design and Technology is achieved through the marking of work. Effective marking:

- aims to help children learn, not to find fault, and to be positive and constructive;
- is done while a task is being carried out through discussion between child and teacher.

FORMATIVE ASSESSMENT is used to guide the progress of individual pupils in Design and Technology. It involves identifying each child's progress in each aspect of the subject, determining what each child has learned and what therefore should be the next stage in his/her learning. Formative assessment is mostly carried out informally by teachers in the course of their teaching. Suitable tasks for assessment include

- small group discussions perhaps in the context of a practical task
- specific assignments for individual pupils
- individual discussions in which children are encouraged to appraise their own work and progress

Strategies for Recording and Reporting:

RECORDS OF PROGRESS IN D&T kept for each child by appropriate assessment criteria for the learning objectives being built into each Unit of Work so that:
- following on from each Unit of Work, an assessment sheet is completed by the class teacher;

- copies of the assessment sheet are handed to:
  (a) the SMT
  (b) the assessment co-ordinator.

THE ENJOYMENT AND ACHIEVEMENT TEAM identify pupils who are consistently failing to meet achievement criteria and work with the class teachers to identify the cause. Subsequent class teachers are informed of pupils with particular difficulties.

REPORTING TO PARENTS is done through verbal feedback, parent evenings and reports.

Reporting in Design and Technology will focus on each child's:

- designing and making skills;
- knowledge and understanding.

FORMAL SUMMATIVE ASSESSMENT is carried out at the end of each National Curriculum Key Stage through the use of teacher assessment.

Strategies for the Use of Resources:

CLASSROOM RESOURCES IN D&T include:

- a variety of regularly used tools and materials for cutting, shaping, joining and combining (e.g. scissors, glue);
- paper, card and junk modelling materials;
- plasticine;
- construction kits appropriate to the age of the pupils;

CENTRAL RESOURCES IN D&T are the responsibility of the Enjoyment and Achievement Team and designated Design & Technology teacher.

- a wider range of less commonly used tools for cutting, shaping, joining, combining and finishing (e.g. woodwork tools);
- a range of staff and flexible sheet materials (e.g. wood, plastics);
- mouldable materials (e.g. clay, plaster of Paris);
- textiles;
- electrical and mechanical components;
- a range of cooking equipment

INFORMATION TECHNOLOGY is a resource, which is used in Design and Technology for:

- planning and design.

THE LIBRARY is used in Design and Technology for:

- reference - a wide selection of books is available covering materials, mechanisms and control, structures, products and applications.

HEALTH AND SAFETY ISSUES IN D&T include:

- use of materials, tools and techniques in accordance with health and safety requirements;
- appropriate storage of tools and materials;
- teaching pupils to recognise hazards in a range of products, activities and environments and take action to control the risks to themselves and others;
- safety with heat, cutting and other cooking aspects.

Appendices may include:

- lists of centrally held resources for Design and Technology;
- schemes of work;
- booklists;
- planning sheets;
- guidance notes for teachers on various aspects of Design and Technology teaching;
- lists of available reference books for teachers on the teaching of Design and Technology.

Equalities Act
This policy has been considered under the Equalities Act 2010, giving due regard to the three principles;

- o Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this act;
- o Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- o Foster good relations between persons who share a relevant protected characteristic, and persons who do not share it.

We are committed to:

Eliminating discrimination and harassment
Promoting equality of opportunity
Promoting good relations and positive attitudes towards all people
Encouraging participation in public life.

Our commitment covers equality on grounds of: age, disability, gender (including Trans-gender), race, religion/belief and sexual orientation.

Signed Fran Mc Bride
Chair of curriculum committee