Design Technology Policy

Last reviewed April 2013

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Design and Technology Policy

What is Design and Technology?

Design and technology is the process of designing, making and evaluation products fit for a purpose or improving, refining and extending the use of existing products. It involves the creative application of the principles of science to solve practical problems and is subject to the constraints of economic and social acceptability.

The aims of design and technology are:

- To foster **excellence and enjoyment** in order for the children to maximise their learning.
- to develop imaginative thinking in children and to enable them to talk about what they like and dislike when designing and making;
- to enable children to talk about how things work, and to draw and model their ideas;
- to encourage children to select appropriate tools and techniques for making a product, whilst following safe procedures;
- to explore attitudes towards the made world and how we live and work within it;
- to develop an understanding of technological processes, products, and their manufacture, and their contribution to our society.

Teaching and learning style

The school uses a variety of teaching and learning styles in design and technology lessons. The principal aim is to develop children's knowledge, skills and understanding in design and technology. Teachers ensure that the children apply their knowledge and understanding when developing ideas, planning and making products and then evaluating them. We do this through a mixture of whole-class teaching and individual/group activities (see below). Within lessons, we give children the opportunity both to work on their own and to collaborate with others, listening to other children's ideas and treating these with respect. Children critically evaluate existing products, their own work and that of others. They have the opportunity to use a wide range of materials and resources, including ICT.

Talk for learning within Design Technology

In line with the Talk project being undertaken in our school, children will be encouraged to use various strategies when learning about mechanisms, designs and processes within the subject. These strategies include the use of Independent Thinking Time (ITT) to enable the children to have time to think before conveying thoughts and ideas. Children will be given opportunities to talk with other children working in both paired groups and larger groups, whilst being able to listen to

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ideas from others. Building on this, children will be able to present ideas and work produced in a confident manner through the use of mini presentations.

Design and technology curriculum planning

Design and technology is a foundation subject in the National Curriculum. Our school uses the national scheme of work as the basis for its curriculum planning in design and technology. We have adapted the national scheme to the local circumstances of our school in that we use the local environment as the starting point for aspects of our work.

We carry out the curriculum planning in design and technology in three phases: long-term, medium-term and short-term. The long-term plan maps out the units covered in each term during the key stage. The design and technology subject leader works this out in conjunction with teaching colleagues in each year group.

Our medium-term plans, which we have adopted from the national scheme, give details of each unit of work for each term. They identify learning objectives and outcomes for each unit, and ensure an appropriate balance and distribution of work across each term.

Class teachers complete a daily plan for each design and technology lesson. These list the specific learning objectives for each lesson and detail how the lessons are to be taught. The class teacher keeps these individual plans, and the class teacher and subject leader often discuss them on an informal basis.

We plan the activities in design and technology so that they build upon the prior learning of the children. We give children of all abilities the opportunity to develop their skills, knowledge and understanding and we also build planned progression into the scheme of work, so that the children are increasingly challenged as they move through the school.

Contribution of design and technology to teaching in other curriculum areas.

English

Design and technology contributes to the teaching of English in our school by providing valuable opportunities to reinforce what the children have been doing during their English lessons. Writing instructions and labelling diagrams are an integral part of the design process. Discussion, drama and role-play are important ways that we now employ for the children to develop an understanding that people have different views about design and technology. The evaluation of products requires children to articulate their ideas and to compare and contrast their views with those of other people. Through discussion children learn to justify their own views and clarify their design ideas.

Information and communication technology (ICT)

We use ICT to support design and technology teaching when appropriate. Children use software to enhance their skills in designing and making, and use draw-and-paint programs to model ideas and make repeating patterns. They use databases to provide a range of information sources and CD-ROMs to gain access to images of people and environments. The children also use ICT to collect information and to present their designs through draw-and-paint programs.

Personal, social and health education (PSHE) and citizenship

Design and technology contributes to the teaching of personal, social and health education and citizenship. We encourage the children to develop a sense of responsibility in following safe procedures when making things. They also learn about health and healthy diets. Their work encourages them to be responsible and to set targets to meet deadlines, and they also learn through their understanding of personal hygiene, how to prevent disease from spreading when working with food.

Teaching design and technology to children with special educational needs.

At our school we teach design and technology to all children, whatever their ability. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

Intervention through School Action and School Action Plus will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to design and technology.

Assessment and recording

Teachers assess children's work in design and technology by making assessments as they observe them working during lessons. They record the progress that children make by assessing the children's work against the learning objectives for their lessons. At the end of a unit of work, teachers make a judgement against the National Curriculum levels of attainment. Teachers then use the levels that they record to plan the future work of each child and to make an annual assessment of progress for each child, as part of the annual report to parents. Each teacher passes this information on to the next teacher at the end of each year.

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Resources

Our school has a wide range of resources to support the teaching of design and technology across the school. Resources are kept in a central store with colour coded equipment to ensure materials are easily accessible.

Health and safety

The general teaching requirement for health and safety applies in this subject. We teach children how to follow proper procedures for food safety and hygiene.

Monitoring and review

The monitoring of the standards of children's work and of the quality of teaching in design and technology is the responsibility of the design and technology subject leader. The work of the subject leader also involves supporting colleagues in the teaching of design and technology, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The design and technology subject leader gives the headteacher an annual report in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. The design and technology subject leader has specially-allocated, regular management time in order to review evidence of the children's work and undertake lesson observations of design and technology teaching across the school.

Model Every Child Matters School Policy Statement

Every pupil with additional needs in this inclusive school has an entitlement to fulfil his/her optimum potential. This is achieved by ensuring the well-being of all pupils in relation to: being healthy, staying safe, enjoying and achieving, making a positive contribution, and achieving social and economic well-being.

These well-being outcomes are embraced in every aspect of school life: personalised teaching and leaning approaches; access to ICT across the curriculum; flexible learning pathways and out-of-hours learning activities; support for emotional well-being; flexible timetables; assessment for learning which engages pupils in having a say about their progress and additional provision; and partnership with parents/carers, other schools, the local community and with practitioners from health, education and social services providing 'wrap around' care and personalised services.

Reviewed by: Mr A Reppold, May 2012

Date Re-affirmed by the Governing Body: 22/5/2012

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Policy Document

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