STOKE PRIOR FIRST SCHOOL

Design and Technology Policy

1   Aims and objectives

Design and technology prepares children to take part in the development of tomorrow's rapidly changing world. Creative thinking encourages children to make positive changes to their quality of life. The subject encourages children to become autonomous and creative problem-solvers, both as individuals and as part of a team. It enables them to identify needs and opportunities and to respond by developing ideas, and eventually making products and systems. Through the study of design and technology, they combine practical skills with an understanding of aesthetic, social and environmental issues, as well as of functions and industrial practices. This allows 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 discriminating and informed consumers and potential innovators.

Our objectives in the teaching of design and technology are:

- to develop imaginative thinking in children and to enable them to talk about what they like and dislike when designing and making things;
- 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 and products, their manufacture and their contribution to our society;
- to foster enjoyment, satisfaction and purpose in designing and making things;
- to develop the cross-curricular use of design and technology in other subjects.

2   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 or group activities. 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 computing.

In all classes, children have a wide range of physical ability. We provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We allow for differentiation by:

- setting tasks which are open-ended and can have a variety of responses;

- using peer support;
- setting tasks of increasing difficulty, where not all children complete all tasks;
- providing a range of challenge through the provision of different resources;

3   Design and technology curriculum planning

Design and technology is a foundation subject in the National Curriculum. Our school uses the National Curriculum as the basis for its curriculum planning in design and technology.

We carry out the curriculum planning in design and technology as per the curriculum policy.

We plan the activities in design and technology so that they build on 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.

https://www.gov.uk/government/publications/national-curriculum-in-england-design-and-technology-programmes-of-study/national-curriculum-in-england-design-and-technology-programmes-of-study

4   Contribution of design and technology to teaching in other curriculum areas
- ➢ English- discussion, drama, role-play, evaluation, justification, clarification

- ➢ Mathematics-measure, collect and present data, interpret scales, calculate, knowledge of shape

- ➢ Personal, social and health education (PSHE) and citizenship-healthy diets, safe ways of working, setting targets and meeting deadlines, hygienic ways to work with food.
- ➢ Spiritual, moral, social and cultural development-collaboration, cooperation, respect for each other and environment, cultural awareness, differences and similarities and that the needs of individuals is not the same as groups.

5   Design and technology and computing

Information and communication technology enhances the teaching of design and technology, wherever appropriate, in all key stages. The children also use ICT to collect information and to present their designs through a range of design and presentation software.

6   Design and technology and inclusion

At our school, we teach design and technology to all children, whatever their ability and individual needs. Design and technology forms part of the school's curriculum policy to provide a broad and balanced education to all children. Through our design and technology teaching, we provide learning opportunities that enable all pupils to make good progress. We do this by setting suitable learning challenges and responding to each child's different needs via differentiation. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

7   Assessment for learning

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 judgements and record attainment using milestones on an assessment tracker. The children are encouraged to make judgements on ways in which their work can be improved. 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 and carers. Each teacher passes this information on to the next teacher at the end of each year.

8   Resources

Our school has a wide range of resources to support the teaching of design and technology across the school. Classrooms have a range of basic resources, with the more specialised equipment being kept in the design and technology allocated areas.

9   Health and safety

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

10   Monitoring and review

The coordination and planning of the design technology curriculum are the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments in design technology, and by providing a strategic lead and direction for this subject in the school;
- gives the head teacher an annual summary report in which s/he evaluates the strengths and weaknesses in design technology, and indicates areas for further improvement;
- uses specially allocated regular management time to review evidence of the children's work, and to observe lessons of design technology across the school.

PERSON(S) RESPONSIBLE:	SUBJECT LEADER: L Satchwell
DATE POLICY AGREED:	January 2020
TO BE REVIEWED BY:	January 2023
DISTRIBUTION:	Staff / Governors / Website (delete as required)