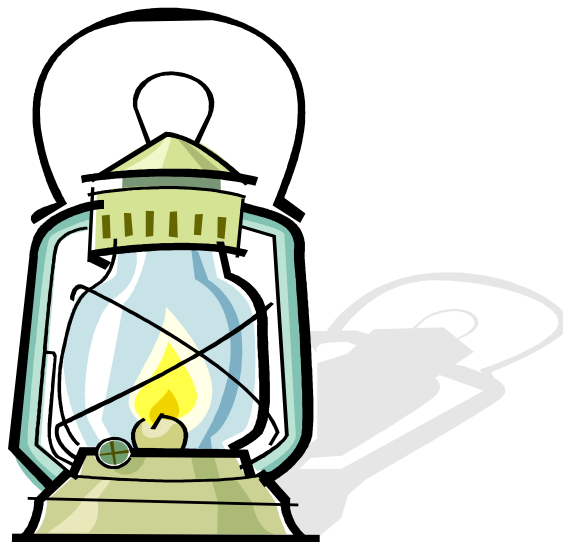




DESIGN & TECHNOLOGY POLICY



AUTUMN 2013



“Shine like a lantern in the presence of the Lord.”

CONTENTS

WHAT IS DESIGN AND TECHNOLOGY?	3
CURRICULUM AIMS.....	3
DESIGN AND TECHNOLOGY IN THE NATIONAL CURRICULUM.....	3
IN THE CLASSROOM.....	4
SPECIAL EDUCATIONAL NEEDS	4
HEALTH & SAFETY	4
INCLUSION.....	4
PROGRESSION AND CONTINUITY	4
MONITORING AND EVALUATION	5

WHAT IS DESIGN AND TECHNOLOGY?

Design and Technology is concerned with resolving practical problems and meeting wants and needs through the development of physical entities. It applies knowledge and understanding of materials and techniques, with varying degrees of creativity, ingenuity and skill to the production of desired outcomes:

- human wants and needs
- through designing and making
- range
- products which can be tested in use

CURRICULUM AIMS

- to develop cross-curricular links between Design Technology and other areas of the curriculum
- to develop investigative skills through the medium of problem-solving
- to develop practical skills using a range of tools, techniques and materials
- to foster an aesthetic awareness
- to promote an attitude of self-worth and pride in achievement in what has been designed and made
- to develop a respect for the environment and a responsibility for conserving the world's resources

DESIGN AND TECHNOLOGY IN THE NATIONAL CURRICULUM

The National Curriculum sets out three essential types of activities for pupils.

Designing and making assignments, providing children with the opportunity to generate ideas and clarify them through discussion and by using other information sources, and to put their capability to work to develop products that meet real needs.

Focused practical tasks, giving children the opportunity to learn and to practice particular skills and knowledge to add to their repertoire.

Investigating, disassembling and evaluating simple products, giving children the opportunity to explore and discuss existing products and use what they find out to add to their own repertoire of skills, knowledge and understanding.

The scope of pupils' entitlement includes the opportunity for:

- the development of a knowledge and understanding of the way materials are used
- the opportunity to work with a wide range of materials
- the opportunity to explore a variety of structures and mechanisms to learn about how they work and how they can be modified to meet certain demands
- practical activities which will lead eventually to an appreciation of how control devices can be applied
- investigation of products to learn how they are constructed and how they function and to evaluate them with a view to improvement
- the development of an appropriate technical vocabulary
- the exploration of the meaning of quality in relation to designed things
- the learning of safe working practices

- the encouragement to use a variety of design skills both taught and acquired to communicate ideas and information in the best way
- the acquisition of a range of taught techniques and manual skills to enable pupils to make their products progressively better
- the opportunity to engage upon practical assignments which utilise their knowledge and skills and other areas of the curriculum to produce things that are needed
- use of information and communication technology (ICT) where appropriate to design and evaluate activities

IN THE CLASSROOM

In the Early Years Foundation Stage, Design and Technology is taught through the “Understanding of the World” and “Expressive Art and Design” areas of learning, following practice guidance from the EYFS. Skills and knowledge are taught in a thematic, cross curricular way and learning links directly to the topic being covered. Children are provided with opportunities to build and construct and are encouraged to plan and evaluate their work. They are also taught to handle a range of tools and equipment safely and appropriately.

In KS1 and KS2 Design and Technology is planned through half-termly topics following the QCA scheme of work. . Children sometimes work in groups and are encouraged to share ideas and help one another. QOA topics are planned in such a way as to ensure that every child, irrespective of ability can participate. Each topic focuses on the development of specific skills and techniques.

SPECIAL EDUCATIONAL NEEDS

The class teacher differentiates by adapting resources and task to suit pupils with specific special educational needs and by making use of support staff. Where children are gifted in this area, they are appropriately challenged in order that they reach their full potential.

HEALTH & SAFETY

The children will be taught how to use the equipment safely and correctly before practical tasks begin. Each year group will deal with tools that are appropriate for their age range.

The children will be clearly supervised at all times. All planning must take into account the children's:

- personal safety
- safety of those around them
- safety of the environment, materials and tools
- safety of the products

Pupils need space to work safely and clear access to the resource materials. Please refer to the school's Health & Safety Policy for more information.

INCLUSION

We will encourage support and enable all pupils to reach their potential. It is important for all children to experience a range of Design and Technology activities, irrespective of race, gender, cultural background or physical disability. Appropriate attention is given to both boys and girls in varying design tasks.

PROGRESSION AND CONTINUITY

The Reception classes follow the Understanding of the World and the Expressive Arts and Design Early Learning Goals* in the Early Years Foundation Stage framework. From Year 1 to Year 6 children follow the National Curriculum

Children in Key Stage 1 and Key Stage 2 will cover one QCA topic element of Design & Technology each half term. Design & Technology is taught through the QCA Scheme of Work where skills and knowledge are taught in a thematic cross curricular way.

There are numerous themed days throughout the year, where there is often a focus on activities of a Design & Technology nature. These days also help to ensure that there are no gaps in skills and knowledge.

The scheme of work has been designed to provide children and teachers with stimulating ideas but not prescriptive. This allows the art elements to be adapted to the needs of the pupils rather than the teacher.

MONITORING AND EVALUATION

Assessments in Design & Technology are carried out at the end of each half-termly QCA topic. The Lead teacher for Design & Technology will update their Lead teacher folder with assessments and monitors on-going assessments throughout the year. Samples of pupil's work and evaluations from Teachers and pupils are evidenced at the end of each topic to reflect upon the learning outcomes and next steps from each QCA topic. The Lead Teacher ensures that the Assessments and Evaluations are reflected in their on-going subjects audit and yearly action plans. *ROLE OF THE Lead Teacher for Design & Technology*

The role of the Leads Teacher 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 in line with new strategies and school policy
- To keep an up to date Design & Technology Leaders Folder and subject action plan
- Support colleagues in their development of detailed work plans and implementation of the QCA Scheme of Work and in record keeping activities
- Monitor progress in Design and Technology through topic assessments, evaluations and samples of pupils work and to advise the Headteacher on any actions needed
- Take responsibility for the purchase and organisation of resources for Design and Technology in their key stage area
- Promote Design and Technology in the school through yearly action plans