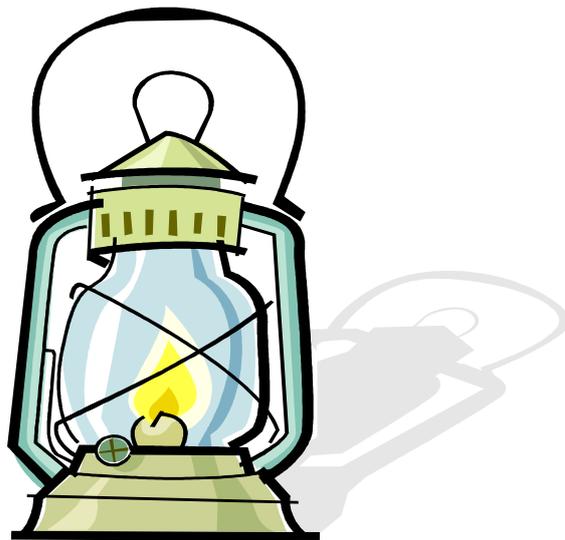




DESIGN & TECHNOLOGY POLICY



AUTUMN 2021



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

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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 and skill to produce a desired outcome.

CURRICULUM AIMS

- Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- Critique, evaluate and test their ideas and products and the work of others
- Understand and apply the principles of nutrition and learn how to cook

DESIGN AND TECHNOLOGY IN THE NATIONAL CURRICULUM

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

Designing and Making Assignments-

Provide children with the opportunity to generate, develop and clarify ideas through discussion. Where possible, other information sources may be used to put their capability to work and to develop products that meet real needs.

Focused Practical Tasks-

Give children the opportunity to learn and to practice particular skills and knowledge to add to their repertoire.

Investigating, Disassembling and Evaluating Simple Products-

Give children the opportunity to explore and discuss existing products and use their findings 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 termly topics following the Plan Bee scheme of work. Teachers are advised to use this scheme of work as a basis for their planning but are encouraged to adapt plans to the strengths and needs of individuals in their class. Within KS1 and KS2, Children will sometimes work in groups and are encouraged to share ideas and help one another. Plan Bee topics are to be adapted by teachers to suit the variety of learners needs within their class but do serve as a good foundation for teachers to work from. 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. The scheme of work does offer challenge and differentiation for activities.

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 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 Plan Bee topic of Design & Technology each term. Design & Technology is taught through the Plan Bee scheme of work where skills and knowledge are taught in a way that allows skills to be developed further during future topics.

The scheme of work has been designed to provide children and teachers with stimulating ideas and This allows the Design & Technology 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 topic covered (one topic per term). 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 form Teachers and pupils are evidenced at the end of each topic to reflect upon the learning outcomes and next steps from each 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 & Techonology Subject Leader Folder and with a subject action plan.
- To support colleagues in their development of detailed lesson plans through the use of the Plan Bee Scheme of Work.
- To monitor progress in Design and Technology through topic assessments, evaluations and samples of pupils work. When needed, the lead should liase with the Headteacher if any problems arise.
- To take responsibility for the purchase and organisation of resources for Design and Technology in their key stage area.
- To promote Design and Technology in the school through yearly action plans.