



Signed by Chair of Governors

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Trowse Primary School

Design & Technology Policy

Aims and Objectives

Design & 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 & technology, they combine practical skills with an understanding of aesthetic, social and environmental issues, as well as functions and industrial practices. This allows them to reflect on and evaluate present and past design & technology, its uses and its impacts. Design & Technology helps all children to become informed consumers and potential innovators.

The aims of DT are:

- to develop imaginative thinking in children and 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;
- to foster enjoyment, satisfaction and purpose in designing and making.

Teaching and learning style

The school uses a variety of teaching and learning styles in design & technology lessons. Our principal aim is to develop the children's knowledge, skills and understanding in design & technology. Teachers ensure that the children apply their knowledge and understanding when developing ideas, planning and making products and then evaluating them.

In all classes, there are children of differing ability. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- setting common tasks that are open-ended and can have a variety of results;
- setting tasks of increasing difficulty where not all children complete all tasks;
- grouping children by ability and setting different tasks for each group;
- providing a range of challenges through the provision of different resources;

- using additional adults to support the work of individual children or small groups.

Design and Technology Curriculum Planning

Design & technology is a foundation subject in the National Curriculum. This is the document that teachers use to plan from. We carry out the curriculum planning of design & technology in three phases: long-term, medium-term and short-term. Our long-term plan maps out the themes covered in each term during the key stage. The design & technology subject leader is responsible for keeping and reviewing these plans. Where at all possible, DT work will be linked to the class topic, to ensure the tasks and challenges set are as engaging and meaningful as possible.

The Foundation Stage

We encourage creative work in the reception class as this is part of the Early Years Foundation Stage, set out in the Statutory Framework for Early Years Foundation Stage (March 2012), and supported by the age related outcomes in 'Development Matters (2012)' which underpin the curriculum planning for children aged three to five. The specific area *Expressive arts and design* involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

Teaching Design & Technology to children with special needs

We teach Design and Technology to all children, whatever their ability. Design & Technology also forms part of our school curriculum policy to provide a broad and balanced education to all children. Teachers provide learning opportunities that are matched to the needs of children with learning difficulties. Work in design & technology takes into account the targets set for individual children in their Individual Education Plans (IEPs). Reasonable adjustments are made where pupils have disabilities, and we are proactive in making changes to allow access to the curriculum for all.

Assessment & recording

Teachers assess children's learning in Design & Technology as they observe them during lessons as well as assessing any work produced. They informally note the progress that children make by assessing against the learning objectives for their lesson. Teachers then use these assessments 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 report to parents. Each teacher passes this report on to the next teacher at the end of each year.

Resources

Our school has a wide range of resources to support the teaching of design & technology across the school. Classrooms have a range of basic resources, with the more specialised equipment being kept in the Design & Technology storage area. This room is accessible to children only under adult supervision.

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 and, for example, how to use tools such as saws and glue guns safely.

Monitoring and review

The monitoring of the standards of children's learning and of the quality of teaching is the responsibility of the Design & Technology subject leader. The work of the subject leader also involves supporting colleagues in the teaching of the subject, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in school.