



Policy Statement

On

D T

Approved by Governing Body

Date Nov 2009

Review Nov 2012

Signed  Chair of Governors

Little Melton Primary School

Design and Technology Policy

Rationale

Design and technology prepares children to take part in the development of tomorrow's rapidly changing world. Through the teaching and learning of Design and technology we are preparing children to engage in the local environment and the wider world by encouraging them to think creatively, solve problems and make products, both as individuals and as part of a team. Through first hand experience, children will identify needs and opportunities and respond to them by combining practical skills with an understanding of aesthetic, social and environmental issues, as well as functions and industrial practices. These activities should be enjoyable, purposeful and give the children a sense of achievement and appreciation of quality work. Design and technology helps all children to become discriminating and informed consumers and potential innovators.

Aims

- 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;
- To foster enjoyment, satisfaction and purpose in designing and making.

Planning

The Foundation Stage

We encourage the development of skills, knowledge and understanding that help children make sense of their world as an integral part of the school's work. We relate the development of the children's knowledge and understanding of the world to the objectives set out in the Foundation Stage Profile. These early experiences include asking questions about how things work, investigating and using a variety of construction kits, materials, tools and products, developing making skills and handling appropriate tools and construction material safely and with increasing control.

We provide a range of experiences that encourage exploration, observation, problem solving, critical thinking and discussion. These activities, indoors and outdoors, attract the children's interest and curiosity.

Key Stages 1 and 2

Design and technology is a foundation subject in the National Curriculum. Skills, knowledge and understanding are taught through work that relates to the National Curriculum objectives and, if desired, QCA schemes of work. Where schemes are used, these are adapted to the local circumstances of our school. We often use the local environment and our topic plan as the starting point for certain 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 and shows where cross-curricular links can be made. National Curriculum objectives are referenced to ensure an appropriate balance and distribution of knowledge, skills and understanding across each term.

Our medium-term plans, give details of the Design and technology focus for each term. They identify learning objectives and outcomes for each unit, and identify where links have been made with other curriculum areas.

Class teachers plan for design and technology sessions in units. These lessons may be integrated within other subjects or be individual lessons depending on the work to be covered. The weekly plan lists the specific learning objectives for each lesson and detail how the lessons are to be taught.

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.

Cross-curricular opportunities

Appropriate links with other curriculum areas make a major contribution to the development of key concepts, skills, values and attitudes. Mutual enrichment of subject areas will be achieved through carefully planned activities and applying design problems to real life situations.

Equal opportunities

At our school we teach design and technology to all children, whatever their ability. Design and technology forms part of the school 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 progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

Boys and girls are given equal opportunities to access all material areas and processes.

Physically disabled pupils are supported with teaching and learning aids, which may include adult support, special tools or alternative work places where appropriate.

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. The children are also involved in self-assessment activities at the end of individual lessons as well as at the end of units of work. At the end of the year teachers make a judgment against the National Curriculum levels of attainment. This is used to make a statement of the child's progress in part of the annual report to parents.

Resources

Funding for Design and technology is within the school budget plan for the financial year. The Design and technology subject co-coordinator will be responsible for ordering equipment and materials in consultation with each class teacher. Classrooms have a range of basic resources, with the more specialised equipment being kept in the 'Art/ DT area' in Snowy Owls classroom.

Health and safety

The general teaching requirement for health and safety applies in this subject. We encourage the children to think about their own safety during projects by teaching them to:

- Consider the hazards and risks in their activities;
- Follow simple instructions to control the risk to themselves and others around them;
- Take action to control these risks;
- To follow proper procedures for food safety and hygiene.

Further guidance can be obtained from the ASE '*Be Safe!*' publication (a copy is kept by the DT co-ordinator) and the school's Health and Safety policy.

The role of the subject coordinator

The Design and technology coordinator is responsible for the resources and development of the Design and technology curriculum in the school. The subject coordinator will also support colleagues in the delivery of a rich balanced programme of study in line with national statutory requirements.

Review

The Design and technology coordinator monitors curriculum coverage in all year groups. The work of the subject leader 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 effectiveness of the curriculum is evaluated in discussions with the head teacher and Design and technology coordinator. This evaluation forms the basis for an action plan, which informs the school development plan.