

YORKMEAD JI SCHOOL (NC)

DESIGN AND TECHNOLOGY POLICY

Rationale:

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.

Aims:

Through our teaching of Design and Technology we aim to:

- Develop imaginative thinking in children and to enable them to talk about what they like and dislike when designing and making things;
- Enable children to talk about how things work, and to draw and model their ideas;
- Encourage children to select appropriate tools and techniques for making a product, whilst following safe procedures;
- Explore attitudes towards the made world and how we live and work within it;
- Develop an understanding of technological processes and products, their manufacture and their contribution to our society;
- Foster enjoyment, satisfaction and purpose in designing and making things;
- Develop the cross-curricular use of design and technology in other subjects.

Curriculum & Planning:

Our school curriculum is developed from the National Curriculum 2014 programmes of study for Key Stage 1 and 2 and the EYFS Framework in the Foundation Stage.

Children in the Foundation Stage work towards achieving the Early Learning Goals in 'understanding the world'. Teachers plan specific topics and build upon and develop children's own interests and curiosity about the world they live in.

In Key Stages 1 and 2, teachers plan lessons that are linked to the Creative Curriculum topics covered each term or half term.

Delivering the Curriculum:

In the Foundation Stage, Design and Technology (which is embedded in the learning area 'understanding the world') is delivered through a range of child-initiated and adult-initiated activities in the indoor and outdoor learning environment. It is taught alongside other areas of learning. Design and Technology in Key Stages 1 and 2 is taught through the Creative Curriculum Topics that are taught in each year group. A range of teaching strategies and methods are used.

Continuity & Progression:

The teaching in Key Stage 1 builds upon the Early Learning Goals achieved at the end of the Foundation Stage. Our units of work for Key Stage 1 and 2 build upon the basics of Design, Make, Evaluate with the children developing their ability to research and evaluate existing products before making their own by the end of Key Stage .

Key skills:

Language & Literacy:

Design and Technology contributes to the teaching of English in our school by providing valuable opportunities to reinforce what the children have been doing during their English lessons. Discussion, drama and role-play are important ways that we employ for the children to develop an understanding of the fact that people have different views about design and technology. The evaluation of products requires children to articulate their ideas and to compare and contrast their views with those of other people. Through discussion, children learn to justify their own views and clarify their design ideas.

Numeracy & Mathematics:

In Design and Technology, there are many opportunities for children to apply their mathematical skills through choosing and using appropriate ways of calculating measurements and distances. They learn how to check the results of calculations for reasonableness, and learn how to use an appropriate degree of accuracy for different contexts. Children learn to measure and use equipment correctly. They apply their knowledge of fractions and percentages to describe quantities and calculate proportions. The children will carry out investigations, and in doing so, they will learn to read and interpret scales, collect and present data, and draw their own conclusions. They will learn about size and shape, and make practical use of their mathematical knowledge, in order to be creative and practical in their designs and modelling.

Health & Safety:

Activities are planned with regard to our Health and Safety policy. Risk assessments are made by individual teachers appropriate to individual tasks. When working with tools, equipment and materials in practical activities and in different environments, pupils should be taught about hazards, risks and risk control.

Assessment, Recording & Reporting:

Teacher assessments are carried out as part of every classroom activity and it is a continuous process, supported through the school's marking policy and assessment policy. These assessments inform planning and close gaps in learning.

Monitoring & Evaluating:

Teaching and learning is monitored through lesson observations, learning walks and work and planning scrutiny. These are led by the Senior Management Team and/or the Subject Leader.

Feedback is given to individual teachers, and patterns may be used to inform the school improvement plan or develop any action points for the Subject Leader.

Assessments are monitored by the Senior Management Team and/or the Subject Leader. Again, patterns identified from the assessment data may inform the school improvement plan or develop any action points for the Subject Leader.

Gifted and Talented

Gifted and talented pupils are supported through differentiated teaching (including higher level questioning and staggered teaching) and the resources provided for them. This is to ensure they make good progress. They should also be encouraged to take a leadership role within the classroom during Design and Technology lessons.

SEN

Staff ensure that all pupils have equal access to the Design and Technology curriculum through identifying individual educational needs and catering for them through differentiated tasks, resources and support (from both other pupils and the teacher). The children's IEP targets are also taken into consideration where appropriate (particularly during written tasks) when teachers are planning for the current cohort.

Spiritual, Moral, Social and Cultural Development:

- Collaborative lessons in which the children work in groups or pairs provided the opportunity for children to work together and develop co-operation skills
- Collaborative work also gives them the chance to show, share and discuss their ideas and feelings about their own work and the work of others in order to develop mutual respect for the abilities of others.
- They also develop a respect for the environment, for their own health and safety, and for that of others.

Monitoring and Review:

The DT Co-ordinator is responsible for monitoring the teaching of this subject. The co-ordinator supports colleagues as necessary and provides regular feedback from planning and book scrutinies as well as offering appropriate support.

The Design and Technology policy was reviewed Autumn Term 2017 by Mrs K Hall (Science and DT Co-ordinator)

The policy will be reviewed in the Autumn term of 2019.

Signed: _____ (Chair of Governors)

Date: _____