

STANFORD IN THE VALE PRIMARY SCHOOL

POLICY STATEMENT FOR DESIGN AND TECHNOLOGY

INTRODUCTION

Through Design Technology we encourage our children to become autonomous and creative problem solvers, as individuals and members of a team. Knowledge and understanding are applied when developing ideas, planning, making products and evaluating them. Design Technology education is recognised as making an essential contribution to the creativity, culture, wealth and well-being of the nation.

AIMS

We aim to offer children the opportunity to

- develop their designing and making skills, giving the children the opportunity to select the appropriate tools and materials;
- develop their knowledge and understanding;
- develop their capability to create high quality products through combining their designing and making skills with knowledge and understanding;
- nurture creativity and innovation through designing and making by encouraging children to think imaginatively, talk and develop their likes and dislikes;
- explore values about and attitudes to the made world and how we live and work within it;
- develop an understanding of technological processes, products, and their manufacture and their contribution to our society,
- develop the knowledge and skills in cooking to create well balanced meals

PLANNING

The curriculum is planned in accordance with the curriculum guidance for the Foundation Stage and the National Curriculum at Key stages 1 and 2.

Design and Technology is incorporated into the Creative Curriculum, teachers use and adapt plans appropriately for the age group and topic that is being taught, ensuring that cooking skills that encourage the planning of balanced and nutritional meals, are included at least once every academic year.

KEY CONCEPTS, SKILLS AND ATTITUDES

We will encourage the children to

- work both independently and with others, listening to others' ideas and treating these with respect
- be creative and prepared to take risks, be flexible and show perseverance;
- critically evaluate existing products, their own work and that of others;
- develop a respect for the environment and for their own health and safety and that of others;
- recognise the strengths and limitations of a range of technologies and appreciate which are appropriate for particular situations;
- understand that there needs to be alternative solutions to meet the needs of individuals and groups of people;
- find enjoyment, satisfaction and purpose through designing and making;
- apply value judgements of an aesthetic, economic, environmental, moral, scientific and technical nature;

SAFETY

In accordance with the Association of Science Education booklets "Be Safe" and "Make It Safe" children are taught to observe the rules of safety during design and technology activities. Teachers and Teaching Assistants have read the booklets and they are available in the staff room for further reference.

RESOURCES

Resources are available in classrooms, shared areas and the resources room. Additional resources will be brought into school when required and where possible use is made of recyclable materials. Teachers' resource materials are kept in the room at the back of the staff room and cupboards in KS2 shared areas.

ASSESSMENT FOR LEARNING

Children demonstrate their ability in Design and Technology in a variety of different ways. Teachers will assess children's work by making informal judgements as they observe them during lessons. On completion of a piece of work, the teacher assesses the work and gives oral or written feedback, as necessary, to inform future progress. Older pupils are encouraged to evaluate their work and make judgements about how they can improve their own work.

The subject leader keeps samples of children's work in a portfolio, which s/he uses to demonstrate the expected level of achievement in art for each age group in the school. Three children from each year group are monitored and tracked by the art coordinator closely throughout the year. This is done using Classroom Monitor where data is entered by the teacher. This is used to ensure children are making sufficient progress in design and technology across the whole school.

A report on the areas covered and pupils progress against national expectations is sent to parents/carers at the end of the academic year.

CONTINUITY AND PROGRESSION

This is addressed in a variety of ways including:

- long term planning to ensure an increase in knowledge, skills and understanding
- our progression framework showing movement from familiar to unfamiliar concepts
- teacher assessment
- staff discussion
- sharing assemblies to share with others, and to increase a child's understanding of their achievements

I.C.T.

I.C.T. should be used in preparing, presenting, recording and reviewing information as part of the design process. There are a number of cross curricular links between the subjects and these will be used where appropriate.

SEN

Where possible, learning should be differentiated for age and ability allowing access to all. The use of stimulus should enable all pupils to respond and express their feelings. Resources should allow for all pupils to access the work, including visually and physically impaired pupils.

EQUAL OPPORTUNITIES

We recognise the range of language and experiences, interests, social and cultural backgrounds that both boys and girls bring to school. In order to promote confidence and self-esteem these experiences are valued and drawn upon in a positive and constructive way by:

- ensuring access to learning at an individual level, through differentiated teaching and learning strategies and providing support where necessary. Planning will set high expectations and provide appropriate learning opportunities for pupils from all social backgrounds, ethnic groups, religions and those who are disabled.

MONITORING AND REVIEW

The coordination and planning of the DT curriculum are the responsibility of the subject leader who also:

- supports colleagues in their teaching, by keeping informed about current developments in design and technology and by providing a strategic lead and direction for this subject;
- gives the head teacher an annual summary report in which s/he evaluates the strengths and weaknesses in design and technology and indicates areas for further improvement;
- use especially allocated management time to review evidence of the children's work, and to observe design lessons across the school.

The policy was reviewed : March 2016

Next review: March 2018