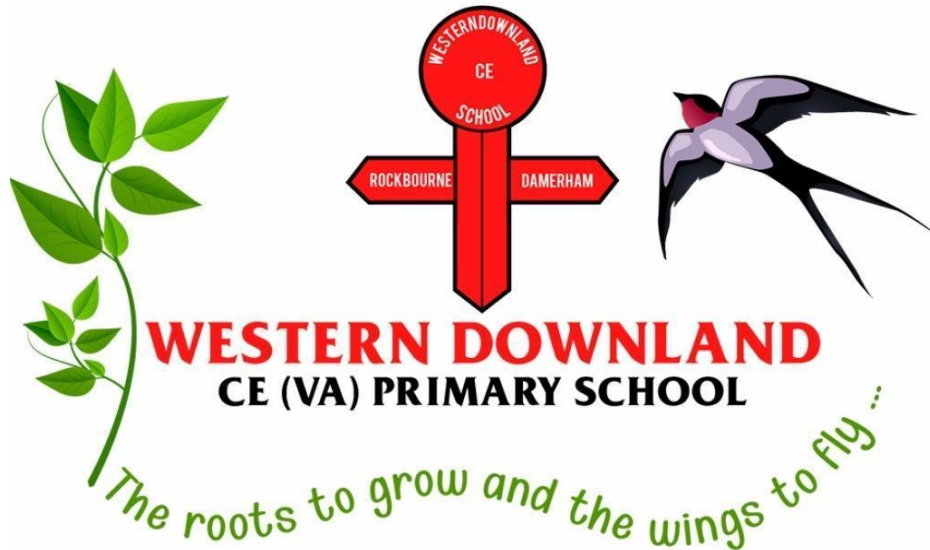


WESTERN DOWNLAND C. of E. (V.A.) PRIMARY SCHOOL

In partnership with parents we aim to provide:

'The roots to grow and the wings to fly'



Design and Technology Policy

Western Downland CE (VA) Primary School

Reviewed June 2022
Next Review June 2024

WESTERN DOWNLAND C. of E. (V.A.) PRIMARY SCHOOL

In partnership with parents we aim to provide:

'The roots to grow and the wings to fly'

Western Downland CE (VA) Primary School

Design and Technology Policy

1. AIMS

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 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.

The aims of design and technology are:

- to develop imaginative thinking in children enable them to talk about what they like dislike when designing and making;
- to enable children to talk about how things and to draw and model their ideas;
- to encourage children to select appropriate tools and techniques for product, whilst following safe procedures;
- to explore attitudes towards the made 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.



and to
and
work,
making a
world

2. STATUTORY REQUIREMENTS

Foundation Stage

Statutory Framework for the Early Years Foundation Stage (March 2014, updated September 2021)

Key Stage 1 and 2:

Statutory requirements for the teaching and learning of Design and Technology National Curriculum 2014

WESTERN DOWNLAND C. of E. (V.A.) PRIMARY SCHOOL

In partnership with parents we aim to provide:

'The roots to grow and the wings to fly'

3. THE GOVERNING BODY

Regular reports are made to the Governors on the progress of Design and Technology provision through meetings with our DT link Governor and DT subject leader.

4. SUBJECT ORGANISATION

Design and technology is a foundation subject in the National Curriculum. Our school uses the National Curriculum as the basis for its curriculum planning in design and technology. We teach the foundation subjects through a broad, balanced and creative curriculum, where possible Design and Technology is linked to our 'Thematic enquiries' and 'Topics'.

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. The design and technology subject leader works this out in conjunction with teaching colleagues in each year group.

Our medium-term plans, which we have adopted from the 'Projects on a Page' planning from DATA and Hampshire D&T team, give details of each unit of work for each term. They identify learning objectives and outcomes for each unit, and ensure an appropriate balance and distribution of work across each term.

Class teachers complete a daily plan for each design and technology lesson. These list the specific learning objectives for each lesson and detail how the lessons are to be taught. The class teacher keeps these individual plans, and the class teacher and subject leader often discuss them on an informal basis.

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.

4 FOUNDATION STAGE

We encourage the development of skills; knowledge and understanding that help reception 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 Early Learning Goals. 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. These activities, indoors and outdoors, attract the children's interest and curiosity.

5. BREADTH OF STUDY

The school uses a variety of teaching and learning styles in design and technology lessons. The principal aim is to develop children's knowledge, skills and understanding in design and technology.



WESTERN DOWNLAND C. of E. (V.A.) PRIMARY SCHOOL

In partnership with parents we aim to provide:

'The roots to grow and the wings to fly'

Teachers ensure that the children apply their knowledge and understanding when developing ideas, planning and making products and then evaluating them. We do this through a mixture of whole-class teaching and individual/group activities. Within lessons, we give children the opportunity both to work on their own and to collaborate with others, listening to other children's ideas and treating these with respect. Children critically evaluate existing products, their own work and that of others. They have the opportunity to use a wide range of materials and resources, including ICT.

6. PARENTAL/COMMUNITY INVOLVEMENT

We value parent/carers involvement in children's development of Design and Technology and promote a home school partnership in a variety of ways including,

- Evaluating existing products at home.
- Designing products for family members.
- Inviting parents to share and evaluate products at school 'topic landing' events.

7. MONITORING AND EVALUATION

The monitoring of the standards of children's work and of the quality of teaching in design and technology is the responsibility of the design and technology subject coordinator. Their work also involves supporting colleagues in the teaching of this subject, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. Lesson observations are also, occasionally, undertaken and the subject coordinator regularly reviews evidence of the children's work.

8. ASSESSMENT, RECORDING AND REPORTING

We assess the children's work in art and design whilst observing them working during lessons. Using this ongoing assessment, teachers will make a judgement against key statements (derived from the National Curriculum). An annual assessment using this combined approach, enables staff to comment on progress, as part of the child's annual report to parents. Each teacher passes this information onto the next year group's teacher.

Children are encouraged to assess and evaluate both their own work and that of other pupils. This helps them to appreciate how they can improve their performance, and what their targets should be for the future.

9. STAFF DEVELOPMENT

The Design and Technology curriculum lead attends the relevant training to ensure an up to date approach to teaching the subject. They will disseminate this among teaching staff.

WESTERN DOWNLAND C. of E. (V.A.) PRIMARY SCHOOL

In partnership with parents we aim to provide:

'The roots to grow and the wings to fly'

10. RESOURCES

Our school has a wide range of resources to support the teaching of design and technology across the school. Classrooms have a range of basic resources, with the more specialised equipment stored and readily available.

11. INCLUSION

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.

12. EQUAL OPPORTUNITIES

All children are provided with equal access to the Design and Technology curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

Member of staff responsible: H Mace

Date policy updated: June 2022

Date to be reviewed: June 2024