



COLD HARBOUR
C of E Primary School

Growing, Learning, Achieving Together

Design and Technology Policy 2018

	Date	Signature
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FGB:		

Responsibility of Curriculum Committee

Next Review Date: June 2021 _____

Cold Harbour CE Primary School

Policy Ethos Statement

Ensuring that our children have every opportunity to develop the confidence and capacity to become successful, lifelong learners is a key task for us.

Cold Harbour CE Primary School is a school committed to 'Growing, Learning, Achieving Together' with strong Christian values underpinning this.

- ✓ **Growing** in confidence, faith, personal awareness and ability.
- ✓ **Learning** in creative, fun, technologically assisted and investigative ways.
- ✓ **Achieving** as individuals, teams and as a whole school community across a diverse range of opportunities.
- ✓ **Together** through our shared Christian values of tolerance, faith, guidance, respect and nurture.

This policy will clearly define how the procedures and opportunities in school will enable all children to achieve our key aims.

'Do all the good you can,
By all the means you can,
In all the ways you can,
In all the places you can,
At all the times you can,
To all the people you can,
As long as ever you can.'



(John Wesley)

Design and Technology Policy

1 Aims and objectives

Design and technology prepares children to take part in the development of tomorrow's rapidly changing world. The subject encourages children to use creativity and imagination when designing and making products that solve real and relevant problems within a variety of contexts, considering their own and other's needs and values. Through the study of design and technology they draw on disciplines such as mathematics, science, engineering, computing and art, combining practical skills with an understanding of aesthetic, social and environmental issues. Through the evaluation of past and present design and technology children develop a critical understanding of its impact on daily life and the wider world. Design and technology helps all children to become discriminating and informed consumers and potential innovators.

The aims of design and technology are:

- To develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.
- To build and apply a repertoire of knowledge, understanding and skills in order to design and make high quality prototypes and products for a range of users.
- To critique, evaluate and test their ideas and products and the work of others.
- To understand and apply the principles of nutrition and learn to cook.

2. Design and Technology in the national curriculum

By the end of each key stage pupils are expected to know, apply and understand the matter, skills and processes specified in the relevant programme of study.

Through a variety of creative and practical activities, pupils will be taught the knowledge, understanding and skills needed to engage in the process of designing and making. When designing and making pupils will be taught to:

- Design
- Make
- Evaluate
- Use technical knowledge
- Understand principles of healthy and varied diets
- Prepare and cook using a range of cooking techniques.

3. Teaching and learning style

The principal aim is to develop children's knowledge, skills and understanding in design and technology. 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.

In all classes there are children of differing ability, with some mixed age group classes. 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;
- providing a range of challenges through the provision of different resources;
- using additional adults to support the work of individual children or small groups.
- using learning partners and mixed ability groups to work collaboratively on a task.

4. Curriculum Planning in Design Technology

Children in Reception class follow the Early Years Foundation Stage Curriculum. 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.

Teachers in KS1 and KS2 use the Cornerstones Curriculum, which is based on the National Curriculum, as the basis for planning in design and technology. Each phase plans on a cross curricular topic basis, choosing and adapting the Cornerstones suggestions based on our children's needs, interests and school circumstances.

We use a rolling two year programme. The long-term plan maps out the units covered in each term during the key stage. Medium-term plans identify learning outcomes and activities for the half term. The subject leader ensures provision and progression is adequate and balanced throughout the school.

Cross-curricular planning enables links to be made between Design and technology and other subjects. Children use English, maths, science and art knowledge and skills as well as using a range of computing programmes. PSHE, citizenship and spiritual, social and cultural development areas are also strengthened through discussion, evaluation, health and safety awareness and group work.

5. Teaching design and technology to children with special educational needs

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.

Where special educational needs are identified, teaching style, support, activities, equipment and resources will be matched to each child's needs enabling pupils to have access to the full range of activities involved in learning design and technology.

6. 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. At the end of the year teachers make a judgement against the programme of study specified in the National Curriculum. As part of the annual report to parents teachers identify whether each child has met or not met these required standards.

The design and technology subject leader keeps evidence of children's work in a portfolio. This demonstrates what the expected level of achievement is in design and technology in each year of the school.

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 e.g. pencils, rulers, scissors and glue, with the more specialised equipment being kept in the design and technology store.

Teachers use outside areas to support learning as well as seeking out specialists or support from within and from outside the school community when possible. For example visits to restaurants, inviting visitors into school, using relevant expertise of people we know and receiving and resources funding from businesses and organisations.

Health and safety

The general teaching requirement for health and safety and the school's Health and Safety Policy applies in this subject. We teach children how to follow proper procedures for food safety and hygiene.

Monitoring and review

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 leader. The work of the subject leader also 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. A curriculum review is made annually which reports on achievements and indicates areas for further improvement.