

## 1. ETHOS

Design and technology prepares pupils to participate in tomorrow's rapidly changing technologies. They learn to think and intervene creatively to improve quality of life. The subject calls for pupils to become autonomous and creative problem solvers, as individuals and members of a team. They must look for needs, wants and opportunities and respond to them by developing a range of ideas and making products and systems. They combine practical skills with an understanding of aesthetics, social and environmental issues, function and industrial practices. As they do so, they reflect on and evaluate present and past design and technology, its uses and effects. Through design and technology, all pupils can become discriminating and informed users of products, and become innovators

## 2. AIMS

The key aims and purposes of the school's provision for design technology are taught through 'development matters' to the early learning goals in the Early Years Foundation Stage (EYFS). Topics run through Key Stages 1 and 2 incorporating design and technology which provides opportunities for pupils to:

- develop their designing and making skills
- develop 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
- 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

## 3. POLICY

### **TEACHING & LEARNING METHODS**

The knowledge, skills and understanding in the programmes of study identify the aspects of design technology in which pupils make progress:

- developing planning and communicating ideas
- working with tools, equipment, materials and components to make quality products and develop knowledge and understanding of these
- evaluating processes and products

Teaching will ensure that knowledge and understanding are applied when developing ideas, planning, making products and evaluating them. A range of classroom management strategies will be employed to ensure all pupils work as part of a whole class, collaboratively (groups/pairs etc) and individually.

During the EYFS and KS1 the focus of Design Technology teaching is to build on pupils early childhood experiences of investigating objects around them by learning how to design and make safely and imaginatively.

During KS2 pupils refine their skills in designing and making and evaluate in more detail what works well and what could be improved, after planning carefully what needs to be done. As pupils progress, this process is more closely based on the knowledge, skills and understanding of product use and the needs of consumers.

All DT activities will be supported by a wide range of resources and, where possible, visits, visitors and the use of ICT software. All tasks are appropriately differentiated to suit pupils of all abilities.

## **ORGANISATION OF DESIGN TECHNOLOGY CURRICULUM**

To ensure all pupils receive their entitlement to the DT curriculum a range of activities planned around Early Learning Goals (Expressive Arts and Design ) are delivered throughout the EYFS. Thematic topics are taught throughout KS1 and KS2 on an annual programme. These topics are part of the whole school thematic curriculum, designed through consultation with staff, pupils, parents, governors and the community.

### **DETAILED PLANNING**

Medium term planning will identify learning objectives and expected outcomes in terms of knowledge & skills. Short term planning is the responsibility of individual class teachers. Lesson objective(s) are specified with appropriate activities, suitably differentiated to support pupils of a lower ability and challenge more able pupils. Styles of writing are linked to and from literacy hour, where appropriate, to support pupils' evaluations of their own/others' work

### **BARRIERS TO LEARNING**

Barriers to learning are identified alongside learning styles on short term planning to ensure effective learning for all groups of pupils.

### **RESOURCES**

The DT scheme of work follows this policy in the school's Curriculum File. Resources are located in clearly labelled cupboards. Additional resources are continually being acquired to ensure that pupils have access to a range of stimulating high quality material. It is the responsibility of teachers using resources to ensure that they are returned, once the topic is complete. Teachers also ensure that all resources are cared for by children.

### **ASSESSMENT AND RECORD KEEPING**

Teacher assessment against Development Matters milestones will be made monthly and completed at the end of EYFS. At KS1 and KS2 teacher assessment of attainment against pupil targets linked to national curriculum statements will be made at the end of each topic using the schools model for assessment of foundation subjects linked to the end of topic expectations (outcomes). Evidence of standards of achievement are stored in a class profile. The DT manager along with the assessment manager, will compile a portfolio of evidence of achievement showing all children working below, at or above national expectations. This will then be transferred from class profiles at the end of each academic year.

### **CONTINUING PROFESSIONAL DEVELOPMENT**

Continuing professional development opportunities will be provided in line with an analysis of needs linked to the implementation of the school's DT policy and the delivery of the DT elements of the topic plans. Curriculum audits and staff skills audits (utilising the teachers' standards framework) are completed annually; the results of which are fed into a subject development plan and/or the School Improvement Plan. Funds for continuing professional development may be used to support a range of activities both within and outside the school.

### **REVIEW AND EVALUATION**

This policy for DT will be reviewed three yearly as an agenda item at a staff meeting. This item will be led by the teacher with responsibility for managing DT. Comments from staff and governors will be taken into account and any changes to policy agreed at a staff meeting prior to ratification by the governing body. The implementation of the policy will be monitored by the head teacher who will, if necessary call on external agencies to give specialist advice.