



St Stephens Community Academy

Design Technology Policy

Status: Draft	
Recommended	
Version	1.0
Statutory	Yes
Adopted	December 2016
Review	December 2017
Advisory Committee	Local Governing Advisory Body
Linked Documents and Policies	National Curriculum 14



Design Technology Policy

Design and technology helps to prepare children for the developing world. The subject encourages children to become creative problem-solvers, both as individuals and as part of a team. Through the study of design and technology they combine practical skills with an understanding of aesthetic, social and environmental issues. Design and Technology helps all children to become discriminating and informed consumers and potential innovators. It should assist children in developing a greater awareness and understanding of how everyday products are designed and made.

Aims

- To develop imaginative thinking in children and to enable them to talk about what they like and dislike when designing and making;
- To enable children to talk about how things work, and to draw and model their ideas;
- To encourage children to select appropriate tools and techniques for making a product, whilst following safe procedures;
- To foster enjoyment, satisfaction and purpose in designing and making; □ To use ICT software to assist our designing and learning.

Teaching and Learning Style

- We use a variety of teaching and learning styles in design and technology lessons. 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. All ideas will be treated with respect. Children critically evaluate their own work and that of others. They have the opportunity to use a wide range of materials and resources, including ICT.
- Children will be given the opportunity to work within three main areas of development during each topic:

1. Investigative, disassembly and evaluative activities

These activities provide opportunities for the children to explore existing products and to gain skills, knowledge and understanding which can be applied in a design and make assignment.

2. Focused practical tasks

Focused practical tasks provide opportunities to learn and practice particular skills and knowledge.

3. Design and make assignments

A design and make assignment provides an opportunity for the children to combine their skills, knowledge and understanding to develop products that meet a real need.

- In all classes there are children of differing ability. We recognise the fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

Design and Technology Curriculum Planning

- We carry out the curriculum planning in design and technology in three phases: long, medium and short term. The long-term plan maps out the units covered in each term during the key stage. The design and technology Domain leader works this out in conjunction with teaching colleagues in each year group- See Scheme of Learning Design Technology. A half termly overview is sent home to inform parents. An outline of the unit being covered is included within this.
- Our medium term plans 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 – this is found at the top of the afternoon subject planning.
- Class teachers complete a plan for each design and technology lessons. These list the specific learning questions for each lesson and detail how the lesson will be taught. The class teacher keeps these individual plans, and the class teacher and Domain Leader discuss them on an informal basis.
- We plan the activities in design and technology so that they build upon 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 learning, so that the children are increasingly challenged as they move through the school.

The 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.

Contribution of Design and Technology to teaching in other curriculum areas.

English

Design and Technology contributes to the teaching of English in our school by providing valuable opportunities to reinforce what the children have been doing in their English lessons. 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.

ICT

We use ICT to support design and technology teaching when appropriate. Children use software to enhance their skills in designing and making, and use draw and paint programs to model ideas and make repeating patterns. The children also use ICT to collect information and to present their ideas through draw and paint programs.

Personal, social, and health education and citizenship.

We encourage the children to develop a sense of responsibility in following safe procedures when making things. They also learn about health and healthy diets. Through their understanding of personal hygiene they also learn how to prevent disease from spreading when working with food.

Spiritual, moral, social and cultural development

Our groupings allow children to work together and they understand how we expect them to do this. Collaborative work in design and technology develops respect for the abilities of others and a better understanding of themselves. In addition, they develop a respect for the environment, for their own health and safety and that of others. They learn to appreciate the value of similarities and differences. A variety of experiences teaches them to appreciate that all people are equally important.

Assessment and Recording

- Teachers assess work in design and technology by making observations of the children working during lessons. They record progress made against the learning objectives for that lesson. At the end of a unit of work, children undertake a review of their work that focuses upon an evaluation of the finished product and an overview of the various tasks undertaken. Teachers make an annual assessment of progress for each child, as part of the annual report to parents. Each teacher passes this information on to the next teacher at the end of each year.
- Due to the practical nature of design and technology, evidence of work undertaken by children can be in the form of teacher's notes or as a photographic record (including the use of 2Simple). Samples of the design process and end product are also valuable evidence.

Design and Technology Policy Statement regarding the use of Food

When working with food:

- An adult will be required to supervise activities involving cooking and food handling/preparation.
- When undertaking food activities the appropriate Health and Safety Procedures must be adhered to.
- When working with food all children should follow personal hygiene guidance (tie back hair, clean apron, use of blue plasters and washing hands)
- Teachers/ Adults should check the dietary needs of the children in their class to identify any foods that should not be available to specific children, or groups of children.
- Any perishable food should be stored in a fridge.

- Only the equipment in the food cupboard, which is for food use only, should be used.
- Ensure that the plastic work sheets, especially for use with food, cover the desk area. This sheet should be wiped down with a steriliser.
- Only use equipment set aside to use with food.
- Teachers/ Adults taking part in any food activity should dress appropriately and follow the same procedures as the children with regard to any rules regarding personal hygiene.
- Ensure that all equipment is cleaned and put away.
- Ensure that all children use their own equipment when tasting food.
- Certain spoons should be identified and used when placing food onto plates for children to taste food, teachers/LSA's need to ensure children do not use their own.

RRSA:

Within our design and technology teaching, we, as ADMAT Schools, aim to promote the UNCRC in all aspects of our work. This reflects our position as a Rights Respecting School.

Design and technology relate to the UNCRC articles:

Article 13 (freedom of expression): 'Every child must be free to say what they think and to seek and receive all kinds of information, as long as it is within the law.'

Article 17 (right to education): 'Every child has the right to reliable information from the media. This should be information that children can understand.'

Article 24 (equality): 'Every child has the right to the best possible health.'

Article 28 (right to education): 'Every child has the right to an education.'

Article 29 (goals of education): 'Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.'

Article 31 (freedom of expression): 'Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.'

Monitoring and Evaluation:

All teachers are responsible for monitoring standards but the Domain leader, under direction of the Head of School, is responsible for the direction of the subject across the academy. Time is allocated for the Domain leader to monitor standards and quality across the academy. The work of the domain leader 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 and Pupil Conferencing are also undertaken, and the domain leader regularly reviews evidence of the children's work. The domain leader also provides opportunities for children to extend their skills beyond the lessons

Standards are Monitored and Evaluated by:

- Domain leader using allocated time to observe lessons, teachers plans and pupils work
- Staff meetings/ allocated time to look at children's performances and assessments and to evaluate standards.
- Collecting teacher assessments of pupils' progress aligned with exemplification standards and expected levels or equivalent in the National Curriculum 2014.

□

Where particular weaknesses in skills are observed, modification of the curriculum and time allocation for particular aspects of Design and Technology are considered and changes made when necessary.

Review:

This policy will be reviewed in line with the academy policy review programme. The Domain leader is responsible for reporting to the Local Governing Advisory Board (LGAB) about the quality of its implementation and its impact on standards. In the light of this, policy amendments may be made.

Policy first agreed – **Autumn 2016**

Review–**Autumn 2017**

Policy published on website – **Autumn 16**

Signed..... Chair LGAB

Signed..... Head of School

Signed..... Executive Head Teacher

Date.....

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