

Grindleton C.E. Primary School



In the same way, let your light shine before others that they may see your good deeds and glorify your father in heaven.'

Matthew 5 v16

Design Technology Policy

This policy reflects the school values and philosophy in relation to the teaching and learning of Design Technology. It sets out a framework within which teaching and non-teaching staff can operate and gives guidance on planning, teaching and assessment.

This document is intended for all teaching staff, school governors and parents.

Aims:

Design Technology is a foundation subject within the National Curriculum. The aims of design technology in this school are to provide opportunities for children to experience designing, making and modifying, using a wide range of materials including card, textiles, construction materials and food. We aim to develop children's design technology capability using knowledge and skill from a wide range of other curriculum areas. This will be achieved through practical activities in which children make quality products, fit for their intended purpose. Children will use the design process whereby ideas may be transformed in to objects as they continually evaluate their work. They will also have the

opportunity to disassemble and evaluate products. It is hoped that they will have enjoyable, practical, learning experiences.

The aims are consistent with our school philosophy and take account of the National Curriculum Non-Statutory Guidance.

Curriculum and School Organisation.

In order to achieve these aims, Design Technology is planned in a two year rolling cycle scheme of work and cover the materials areas stated above, once in each key stage. Opportunities are provided for the development of skills and integration with other subjects. Learning activities are sequenced to ensure progression and taught through direct skills teaching, providing pupils with real experiences through appropriate contexts, practical activities for pupils, educational visits, the use of published resources for teacher planning and the use of television programmes and IT when appropriate.

Subject planning and evaluation is on a half termly basis, ensuring that planning incorporates continuity and progression through long term planning and differentiated activities and skills.

The scheme of work is allocated to classes on a regular basis so that the Programmes of Study are taught during the key stage.

Class Organisation and Teaching Style

Within classes pupils are taught individually, in groups or as a class when appropriate. It is recognised that through group work cooperation, effective learning and understanding are promoted, but to ensure differentiation, matching and assessment children may work individually or as a class.

The subject requires the provision of a range of materials and equipment to enable children to work in a variety of material areas. These resources are accessible to the children in classrooms to encourage the children to make choices for themselves. The curriculum will need to be delivered in order to meet the needs of individual pupils, their age and ability, see SOW for differentiation and matching activity.

Assessment

Assessment is used to inform future planning and to provide information about individuals throughout their time in this school. The school uses the KLIPs document

provided by Lancashire. It assesses children against the National Curriculum programmes of study.

Assessment techniques will ensure that teachers assess the on-going design process and not just the finished products or outcomes. These techniques should include:

- teachers' observation of pupils
- teacher-pupil discussion and teacher questioning
- pupils' drawings, notes, models, comments and written work artefacts made by pupils
- pupils' on going analysis of their achievements
- photographs of children engaged in the design process

Assessment must match statutory requirements for the subject, teacher assessment is statutory.

When reviewing this, children's progress in Design and Technology, teachers may consider children's:

- knowledge of a variety of materials, tools and equipment understanding of mechanisms and structures
- ability to use materials and equipment safely
- ability to communicate their design ideas and explain the purpose of what they are doing
- interest and motivation in designing and making
- ability to appreciate and produce items of quality

Record Keeping & Reporting

Records of pupils work are kept in exercise books through design tasks information and photographic records.

Records of pupil's achievement are kept to:

- plan pupil's future learning report progress to parents
- maintain a written record of pupils learning
- provide a curricular record for each pupil fulfil legal requirements

Resources and Accommodation

Resources for DT are available in the Key Stage Two classroom cupboard and storeroom and the corridor storeroom. Some non-specialist equipment is available to children in both class bases.

Equal Opportunities

It is the responsibility of all teachers to ensure that all pupils, irrespective of gender, ability, including gifted pupils, ethnicity and social circumstance, have access to the curriculum and the greatest progress possible.

Special Educational Needs

All pupils have access to a broad, balanced curriculum which includes design technology and have the opportunity to make the greatest progress possible. In particular Design Technology offers the opportunity for children to achieve in a practical subject as they are encouraged to communicate in different ways (not writing)

Training Provision

Training needs are identified through individual staff development interviews which are held each summer term and need is prioritised in line with the school improvement plan. All staff attending courses disseminate information received to the other members of staff during staff meetings.

Evaluation

This policy for Design Technology will be reviewed January 2022

Evaluation will take into account:

- pupils achievements
- coverage of programmes of study analysis of teacher planning
- staff development
- classroom observation
- external *I* inspection advice

Issued: January 2020

Signed:

Chair of Governors