

# 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, when transforming their ideas into objects, and will evaluate their work continually.

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 on a two year rolling cycle scheme of work in KS1 and a four year rolling programme in KS2. Children will cover the materials areas stated above, twice in each key stage. Opportunities are provided for the development of skills and integration with other subjects. Learning activities and skills are sequenced to ensure progression.

Subject planning and evaluation is on a half termly basis. Activities and skills are differentiated to ensure progression.

## **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, co-operation, effective learning and understanding are promoted.

This 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.

## **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 matches statutory requirements for the subject. Teacher assessment is statutory. When reviewing the 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 safety
- 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 and as 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 to fulfil legal requirements
- to inform future planning

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

### **Special Educational Needs**

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

### **Training Provision**

Training needs are identified through individual staff development interviews which are held each 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 2024

Evaluation will take into account:

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

Issued: January 2023

Signed:

Chair of Governors