



Design and Technology Policy

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Purpose

At Scott Lower we promote an understanding of the DT process in the development of a rapidly changing world.

DT includes the design and making of products for a specific need or purpose, and involves our children learning about the world we live in and developing a wide range of skills.

DT encourages our children to learn to think creatively, to be problem solvers, both as individuals and as members of a team.

Our children are taught to look for opportunities and to respond to them by developing a range of ideas and making a variety of products. They will also reflect on and evaluate present and past DT, its uses and its effectiveness, and will be encouraged to become innovators.

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 our children to talk about how things work, and to draw and model their ideas;
- To encourage our children to select appropriate tools and techniques for making a product, whilst following safe procedures;
- To explore attitudes towards the world and how we live and work within it;
- To develop an understanding of technological processes, products, their manufacture and their contribution to our society;
- To foster enjoyment, satisfaction and purpose in designing and making.

Teaching and Learning

We use a variety of teaching and learning styles in DT lessons. The principle aim is to develop children's knowledge, skills and understanding in DT.

Teachers encourage our children to use their knowledge and understanding when developing ideas, planning, making products and evaluating them.

A balance of whole-class teaching and individual/ group activities are used to give our children the opportunity to work on their own and to collaborate with others.

Our children are encouraged to listen to the ideas of others, and treat them with respect, to critically evaluate existing products, both their own work and those of others. They have the opportunity to use a wide range of materials and resources, including ICT.

Learning Strategies

The approach of teaching DT will vary with the technique being introduced. There are a variety of strategies including whole class, group and individual work.

Differentiation

We 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. Therefore the technique or skill will be introduced as a class and differentiation will be by outcome but could also be through the task or complexity of materials provided.

Other strategies that may be employed could be;

- setting common tasks that are open-ended and can have a variety of responses
- setting tasks of increasing difficulty where not all children complete all tasks
- at times grouping children by ability and setting different tasks for each group · providing a range of challenges with different resources; ·
- using additional adults to support the work of individual children or small groups.

Curriculum Overview and Implementation

"Teaching should ensure that knowledge and understanding are applied when developing ideas, planning, making products and evaluating them."

(Design technology, The National Curriculum for England, KS1-4)

Design and Technology is a foundation subject in the National Curriculum which we follow. There is now a thematic approach to teaching and learning at Scott through termly or half termly topics. The themes covered in each term during the key stage are mapped out and each year group completes a plan which defines what we will teach each week and ensures an appropriate balance and distribution of work across each term.

They list the specific learning objectives and success criteria for each lesson and give details of activities.

Both the subject leader and the class teachers keep these individual plans. It is essential that the activities planned in DT build upon our children's prior learning.

We give children of all abilities the opportunity to develop their skills, knowledge and understanding. We also build planned progression into the work so that the children are increasingly challenged.

Foundation Stage

Children are offered a wide range of design and creative activities. These are chosen to support the children's learning needs and interests. The outcomes are linked to Early Learning Goals in both the Creative and the Knowledge & Understanding areas of the Development Matters framework.

This learning forms the foundations for later work in DT. 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 materials safely and with increasing control.

We provide a range of experiences that encourage exploration, observation, problem solving, critical thinking and discussion. These activities, indoors and outdoors, attract the children's interest and curiosity.

Assessment, Recording and Reporting

Children will keep sketches, plan drawings, paper mock ups and evaluations in their sketch books. These can be used for assessment and monitoring purposes.

Our children are encouraged to make personal assessments of their own work through evaluating activities and identifying what they need to improve.

Assessment is used for future planning, to report to pupils, parents and teachers. These assessments relate to the programmes of study and statements of attainment.

Subject Leaders will monitor teachers' planning, assessments, work books, displays, conduct lesson observations or learning walks and conduct pupil interviews. The Subject Leader will analyse the performance of different groups across the school and suggest actions to improve the standards within DT and review and audit resources.

Health and Safety

Teachers will teach the safe use of tools and equipment and insist on good practice. Children will be taught how to take steps to control risks. Appropriate risk assessments are in place for every class and will be regularly reviewed.

Management Support

The responsibility for the delivery of the National Curriculum lies with the Headteacher, the DT subject leader and the Governors.

The DT subject leader has responsibility for ensuring that the organisation of the subject is effectively delivered.

The subject leader will work with the staff to develop a cohesive design and technology experience throughout the school.

The subject leader will also:

- Support colleagues in their development and understanding of detailed work plans and implementation of schemes of work and in assessment and record keeping.
- take responsibility for the purchase and organisation of resources for DT
- keep up to date with developments in DT.

Equal Opportunities

Scott Lower School is committed to working towards equality of opportunity for all children regardless of age, ability, gender, race and social circumstances. All pupils are of equal value and have the same right to take part in the varied activities and opportunities wherever possible. All opportunities for learning should be offered in a way which allows all children access and the ability to progress at their stage of understanding.

Disability Discrimination Act

Scott Lower School is committed to having due regard to the following

The Disability Discrimination Act 1995 has been amended by the Disability Discrimination Act 2005 so that it now places a duty on all public authorities, including schools, when carrying out their functions, to have due regard to the need to:

- Promote equality of opportunity between disabled persons and other persons
- Eliminate discrimination that is unlawful under the Act
- Eliminate harassment of disabled persons that is related to their disabilities
- Promote positive attitudes towards disabled persons
- Encourage participation by disabled persons in public life
- Take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.