

Atwood Primary School

Design and Technology Policy



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(or to meet new legislation and practices)**



POLICY FOR DESIGN AND TECHNOLOGY

Introduction

At Atwood Primary School we are committed to providing all children with learning opportunities to engage in design and technology.

Value of Design and Technology

We believe design and technology is about designing and making products for a specific need or purpose. It involves children in learning about the world we live in and developing a wide range of skills through designing and making. It helps children learn vital skills such as how to think through problems creatively, how to organise themselves, how to work with knowledge and practical skills to bring about change and to shape the environment. Through design and technology children become discriminating and informed users of products and become innovators.

AIMS

Our aims in teaching Design and Technology are that all children will build upon their natural enthusiasm for making things and to:

- find enjoyment in designing and making things for themselves
- give every child an awareness of how things are designed and made in the world around them
- encourage confidence and skill in designing and making according to ability
- develop skills in handling materials and tools
- develop appropriate vocabulary to help them to understand their work and the work of others
- appreciate and evaluate their own achievements and those of great inventors and engineers
- nurture creativity and innovation through designing and making.

In the foundation stage we provide opportunities for children to:

- develop a curiosity and interest in the made world through investigating, talking and asking questions about familiar products.
- Develop confidence and enthusiasm through frequent exploration of construction kits to build and construct objects, and activities for exploring joining, assembling and shaping materials to make products.

- Extend their vocabulary through talking and explaining about their designing and making activities.

PRINCIPLES OF LEARNING

Design and Technology is important because:

- designing and making things is a pleasurable activity which can provide fulfilment through life.
- observation of how things are made and how they work heightens perception of the world in which we live.
- designing and making things requires a discipline of logical thinking to achieve a sequence of actions.
- designing and making provides an opportunity for children of all abilities to achieve success.
- designing and making often requires team work and communication with others.

Design and Technology is a foundation subject in the National Curriculum. The fundamental skills knowledge and concepts of the subject are set out in “Design and Technology in the National Curriculum” where they are categorised into attainment targets.

Planning

- Design and Technology –a scheme of work for Key stages 1 and 2 provides the basic framework for learning and teaching design and technology.
- Colleagues can adapt or change units provided the materials, knowledge, skills and learning objectives are similar to ensure progression. ‘Primary Solutions’ (Nuffield) are used to support planning.
- In the foundation stage weekly designing and making activities are planned; some child initiated by children and some led by teachers.
- Children in their designing and making will apply knowledge and skills of; textiles, food, mechanisms and structures.
- All design and making assignments will provide learning opportunities for developing creativity through designing skills such as generating, exploring, modifying ideas through drawing, and modelling with materials.

- topics are planned with class teachers working in groups and emphasising links with other curriculum areas, especially Science, and plans are carefully balanced to ensure full coverage of the National Curriculum requirements.
- staff meetings are used to discuss the Design and Technology curriculum and ensure consistency of approach and standards.
- work plans are drawn up by individual teachers for each half term and monitored by the head teacher

PRINCIPLES FOR THE TEACHING

- **The Design and Technology Curriculum is organised** in topic based in Key Stage 1 and 2.
- **The Predominant Mode of Working in Design and Technology** is co-operative group work although individual work and class teaching is used where appropriate. Within this structure groups are usually of mixed ability and relevant discussion is encouraged.
- **Teaching Assistants are used** to assist Class Teachers.
- **Parents** are sometimes invited to assist in DT activities.
- **Pupils with Special Needs** are given help in the group/class situation where appropriate.
- **Equal opportunities** are addressed by the whole school policy and care taken to provide opportunities for all to experience the diverse activities within the D.T. curriculum.
 - A wide range of cultural images and contexts will be used in design and technology, we will use these images to challenge stereotype.
 - For all children to produce their best we plan differentiated resources and tasks through:
 - Changing the demands of the task
 - More limited choices
 - Small group work
 - Selecting appropriate tools and equipment
 - Talented or able children are challenged through more demanding tasks such as open ended design briefs and carrying out independent research.
- **Homework** is used sometimes to support Design and Technology.
- **Excellence in Technology is celebrated** in display and performance.

PRINCIPLES FOR ASSESSMENT

- ◆ **Feedback to Pupils** about their own progress is given to pupils verbally during the lessons and at the completion of a topic during discussion and evaluation.
- **Formative Assessment** is carried out by teachers in the course of their teaching.
- **Summative Assessment** is carried out at the end of each National Curriculum Key Stage through teacher assessment and at the end of QCA units against the objectives achieved.

PRINCIPLES FOR RECORDING AND REPORTING

- **Records of Progress in Design and Technology** are kept for each child.
- **Reporting to Parents** is done on a termly basis through interviews and annually through a written report.

PRINCIPLES FOR THE USE OF RESOURCES

- **Classroom Resources in Design and Technology** are kept, clearly labelled, in each classroom and in the Technology Design Room and making areas.
- **Central Resources in Design and Technology** are the responsibility of the Technology Co-ordinators who have a budget available.
- **Visits to** exhibitions are sometimes planned in conjunction with other curriculum areas (i.e. The Science Workshop) to support Technology activities.
- **Information Technology** is used as an important resource and in computer-aided design.
- **The Library** is used as a resource in Technology.