Design and Technology Policy

Rationale:

Design and technology prepares children to take part in the development of tomorrow’s rapidly changing world. Creative thinking encourages children to make positive changes to their quality of life. The subject encourages children to become autonomous and creative problem-solvers, both as individuals and as part of a team. This allows them to reflect on and evaluate present and past design and technology, its uses and its impacts.

Expectations:

* By the end of Key Stage 1, most pupils should achieve at least the standard expected for the end of year 2.
* By the end of lower Key Stage 2, most pupils should achieve at least the standard expected for the end of year 4.
* By the end of upper Key Stage 2, most pupils should achieve at least the standard expected for the end of year 6.

Aims:

* Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.
* Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users.
* Critique, evaluate and test their ideas and products and the work of others.
* Understand and apply the principles of nutrition and learn how to cook.

Entitlement and curriculum provision:

* Our scheme of work has been created using the National Curriculum and the best elements of our own, established planning.
* Pupils experience a half termly unit of design and technology each term of their school life. This ensures coverage of the National Curriculum for design and technology.
* The learning objectives, from the National Curriculum, are made clear to and reviewed with pupils at appropriate stages in the teaching sequence.
* Teachers use pupils’ own experiences, interests and prior learning to develop short term planning. When planning and delivering sessions, all abilities and needs will be accounted for within each class.
* Teachers will use the wider school curriculum (including RE, citizenship and PSHE) to reinforce work and skills from the design and technology curriculum through a thematic approach to teaching.

Assessment and recording:

Pupils are assessed by teachers, against the design and technology learning objectives taken from the National Curriculum, using a variety of evidence such as:

* Through language involving discussion, description and explanation skills.
* Lesson observations.
* Practical applications of skills/ knowledge.
* Photographs/visual recordings.
* Written work in books or on display.
* Power points.
* Mind maps.
* Summative assessment.

Within the annual report to parents an effort grade for design and technology will be stated alongside a written comment reflecting the child’s achievements.

Continuity and progression:

* Long term planning will be reviewed at the end of each school year. It will be adjusted to ensure coverage of all areas of design and technology and to avoid repetition, if necessary.
* Co-ordinators will monitor children and their achievements across the school.
* Co-ordinators will monitor medium term planning through discussions with teachers.

Resources:

* Resources will be kept in the classrooms and on the shelf unit outside class 2.
* Class teachers are responsible for ordering specific design and technology books from the Schools’ Library Service.
* Displays, where appropriate, will ideally be interactive and will provide further information relevant to the unit of work.

Leadership and Management:

* Co-ordinators will continually update their knowledge of the design and technology curriculum (e.g. courses, reading) and will inform other members of staff of any updates or changes.
* Co-ordinators will support planning and team teach where required.
* Co-ordinators will take responsibility for maintaining and allocating the design and technology budget.

Reviewed by Gill May, January 2016.