Design and Technology Policy 2017

The main purpose of a policy for design and technology is to ensure that it is recognised as a curriculum area which can help pupils develop the knowledge, skills and understanding they need to live confident and fulfilling lives as citizens of the 21st century.

> *"Design and Technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation."*
> *National Curriculum for England Design and Technology 2013.*

Links with School Aims

The policy pays full regard to the vision and aims of the school –

☆ **Happy**
   To provide a happy, caring well-ordered environment, in which children feel safe, secure, valued and respected.

☆ **Friendly**
   To encourage each child to be considerate, co-operative, courteous, tolerant and respectful.

☆ **Incredible**
   To provide a stimulating environment that will enlarge the child's knowledge, experience and imaginative understanding and motivate natural curiosity.

   To provide a well-structured balanced curriculum that will help the child to acquire knowledge and skills relevant to adult life in a rapidly changing society.

☆ **Safe**
   To promote confidence, self-discipline and a high self-esteem in a safe and secure environment.

Entitlement

All pupils are entitled to have access to the design and technology curriculum regardless of ability race, gender, cultural background or any physical or sensory disability.

Aims of the Policy

✂ To ensure the fulfilment of statutory requirements.

✂ To help each child to develop her/his full potential in all areas of education, according to individual needs and abilities.

✂ To promote good relationships with the local and wider community, and to promote the active co-operation of teachers, non-teaching staff, governors, parents, advisors and inspectors in achieving the aims of the school.

✂ To provide effective learning opportunities enabling all pupils to receive their full entitlement to the design and technology curriculum.

✂ To ensure that pupils develop their knowledge and understanding of design and technology to think imaginatively and talk about what they like/dislike when designing and making as determined by the National Curriculum

✂ To arouse and sustain pupils interest in design and technology providing opportunities to investigate the objects around them on which to model their ideas.

✂ To promote links with other curriculum areas.

✂ To consider the general teaching requirements for inclusion, use of language and I.C.T., and health and safety when planning for design and technology.

Planning, Teaching and Learning

🗁 Planning should show due regard to the new National Curriculum programmes of study and breadth of study requirements for design and technology. We aim to make our curriculum as inspiring and motivating as possible using different first hand experiences.

🗁 The Foundation Stage is planned for with regard to Development Matters.

🗁 Adequate coverage must be given to knowledge, skills and understanding and breadth of study.

🗁 Children should be taught to use the appropriate language when discussing ideas for designing, making and evaluating.

🗁 Teachers planning should show due regard to inclusion and health and safety issues.

🗁 Planning should promote learning and key skills across the curriculum especially those identified in the programme of study.

📂 Teachers should plan to use design and technology to promote pupils spiritual, moral, social and cultural development.

📂 When planning teachers should set high expectations and provide opportunities for all pupils to achieve regardless of race, gender or disability.

📂 Children should learn to understand and apply the principles of nutrition and learn how to cook.

📂 Teachers should plan to use design and technology to promote the partnership between parents and teachers to encourage parental involvement within the school.

📂 When planning teachers should enable use of I.C.T. tools to support the pupils learning in design and technology.

📂 Teachers must assess design and technology in line with the assessment and marking policies of the school.

📂 Year groups could have a design and technology display with key vocabulary and questions to stimulate discussions and/or observation skills.

Organisation of resources

There is a central resource of materials and books in the school and a selection of information books in the library for the children to use. The technology area is in the hall and year groups will request resources required for the following year based on planning.   One cooker and cooking equipment is located outside Ruby Class and another is in the hall cupboard. Early Years use the cooker outside Ruby Class on a weekly basis.

Assessment and Monitoring

Assessment will form an integral part of the teaching and learning of design and technology as set out in the schools Assessment policy. Pupils are involved in their own self-assessment. Children who have been identified as gifted and talented are added on to the register termly.

Co-ordinators Responsibilities

✐ Monitoring the teaching and learning of design and technology by scrutinising children's work, talking with children, observing teachers, overseeing planning and discussing/evaluating these with colleagues and the Headteacher.

✐ Ordering design and technology resources.

✐ Reviewing policy statements and schemes of work.