

Clifton with Rawcliffe Primary School Design and Technology Policy



Date of policy: September 2017

Date of review: September 2019

Person Responsible: S Varley

Description of school / background information in provision of Design and Technology

Clifton with Rawcliffe Primary School is an above average size school. Nearly all pupils are from a White British background. The proportion of pupils entitled to free school meals is well below the national average. The number of pupils with learning difficulties and/or disabilities is well below the national average and the proportion of pupils with a statement of special educational needs is half the national average. All pupils take part in regular curriculum based design and technology activities and experience a wide range of skills and techniques.

Roles and Responsibilities

Governors

The Governing Body (Policies Committee) has been involved in the development of the school's Design and Technology Policy. It will continue to review and evaluate it regularly. The link Governor for this subject area will liaise with the subject leader on a regular basis.

Identified member of staff

An identified member of staff takes overall responsibility for this policy and its implementation and for liaison with the governing body, parents, other staff members, Local Authority (LA) and relevant outside agencies.

Parents and Guardians

Parents and Guardians are encouraged to support the provision of design and technology within the school programme and have access to this policy. The school plays its part in ensuring that parents are kept up to date with the design and technology activities that go on in school by regularly posting children's work on the school website, information via the school newsletter and letters sent home with pupils.

Pupils

Pupils have an entitlement to design and technology.

Staff

All staff, both teaching and non-teaching, should be aware of the policy and how it relates to them. Any staff involved in design and technology activities should have opportunities for relevant training.

Senior Leadership Team (SLT) and the Design and Technology Subject Leader will also ensure regular in-school training through lesson support and Whole School Improvement Sessions.

Adults Other Than Teachers (AOTT)

The school actively seeks to include AOTTs to assist and supplement the design and technology provision, both in the curriculum and after-school. These are overseen and timetabled by the Phase Leaders to ensure quality and suitability. DBS information is collected, where appropriate, and stored in the school office.

Aims and objectives of the policy

- To ensure all pupils have equal opportunities to take part in design and technology activities across each phase.
- To encourage children to design imaginatively, plan, make and evaluate their own work.
- To provide children with the opportunity to develop and build on their skills as they move through the year groups.
- To teach children to critically evaluate their own and others' final product using constructive criticism.
- To encourage children to understand and apply the principles of nutrition and healthy eating and to learn how to cook.
- To communicate to children the importance of health and hygiene.
- To teach children how to use a range of equipment, select appropriate tools and techniques, whilst following all safety procedures.
- To use a range of teaching techniques to allow children to work individually, in pairs and as a larger group.

Teaching programme and strategies

Sympathetic and varied teaching approaches and specific learning objectives provide stimulating, enjoyable, satisfying and appropriately challenging learning experiences for all pupils. Through the selection of suitably differentiated and well-developed tasks, it is intended that pupils, irrespective of their ability, will enjoy success and be motivated to further develop their individual potential in design and technology.

The teaching of design and technology offers opportunities to support the social development of children. Groupings allow children to work together and give them the chance to discuss their ideas and feeling about their own work and the work of others.

The children learn to respect and work with each other and with adults, thus developing a better understanding of themselves.

Throughout Early Years, design and technology is a continuous process throughout the year, whether done individually with activities such as junk modelling and woodwork, or as part of a group using small world and large construction. Children are given the opportunities to create finished pieces of work which they are able to evaluate and improve.

At Key Stages One and Two the National Curriculum for design and technology is the basis of the Design and Technology curriculum. Teachers often incorporate it into the study of a theme, thus ensuring that the topic has relevance and purpose. Throughout a topic children are encouraged to design, make and evaluate all their work in order to encourage progression through the school.

Design and technology has considerable potential to contribute to many areas of learning. It is considered important that design and technology is integrated into different subject areas for the development of skills.

Curriculum planning

Long term planning

This is based on the National Curriculum for Design and Technology, which details what is to be taught over the Key Stages and provides the topic basis for planning Design and technology activities over a two-year cycle. This is undertaken by the Design and technology Subject Leader. It is monitored regularly and evaluated annually.

Medium term planning

This takes the long term plan and organises the teaching of Design and Technology into termly or half-termly sections. The planning is more detailed and the objectives are more specific in nature. This planning is developed by the class teachers, who respond to the needs of their pupils. It also ensures a balanced distribution of work across each term.

Short term planning

Short term planning details the activities that take place over two weeks. Lessons are planned in detail and specific class objectives are set, in accordance with the needs of the pupils. Individual learning goals might also be set for pupils in some lessons.

Teachers collaborate on the planning of design and technology to ensure parity in provision and to share expertise.

Health and Safety

In their planning of activities, teachers will anticipate likely safety issues. They will also explain the reasons for safety measures and discuss any implications with the children. Children are always encouraged to consider safety for themselves, others, the environment and the resources they use, when participating in design and technology activities.

Monitoring and Assessment

The Design and Technology curriculum is monitored on a regular basis by the Subject Leader, who examines pupils' work, monitors classroom practice and planning and ensures parity of entitlement for all pupils across the school.

S/he identifies the training needs of the staff and plans the training programmes. She also attends training for design and technology Subject Leaders run by the local authority and other providers.

We assess children's work in design and technology using objectives from the National Curriculum. These objectives are uploaded onto the tracker system.

More important to the school, however, are the formative assessments, which are continuous and on-going, and identify the needs of the individual pupils. These form part of the design and technology activities and are used to determine the pupil's future developmental areas.

The monitoring of the standards of children's work and of the quality of teaching in design and technology is the responsibility of the SLT and the design and technology Subject Leader. The work of the Subject Leader also involves supporting colleagues in the teaching of design and technology, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

Additional Educational Needs

All classes consist of pupils of varying abilities and with varying needs, and our classroom practice ensures that, when possible, these needs can be met within the class organisation.

However, when a child has very specific additional needs, support is provided firstly by the school's internal organisational structure, which gives personal assistance and additional practice and is administered by support assistants within the school during the lessons. Details of this can be found in the SEND Policy.

Implementation of the policy

A copy of this policy is available for any member of staff, Governing Body, parents and relevant outside agencies.

Date of Implementation April 2015

Monitoring and evaluating the policy

This policy will be reviewed every two years by the Head teacher, Governing Body Policies Committee, Subject Leaders and relevant staff members.

Next review date: September 2019