Rationale

We believe that if our pupils are to achieve their potential within the Design and Technology curriculum, we must provide them with opportunities that involve them in the designing, making and evaluation of products using a variety of appropriate skills and materials.

We believe design and technology prepares pupils to participate in tomorrow's rapidly changing technologies and encourages them to become autonomous and creative problem solvers. Through investigation of products and the world around them they develop "an understanding of technological processes, products, and their manufacture, and their contribution to our society" (QCA DT Guide).

Children will be taught to combine practical skills with an understanding of function & industrial practices, social and environmental issues, aesthetics, communication, mathematical and IT skills. Through design and technology all pupils are encouraged to become innovators and discriminating and informed users of products.

Aims:
We aim to teach children to:

- develop their designing and making skills;
- develop knowledge and understanding;
- develop their capability to create high quality products through combining their designing and making skills with knowledge and understanding;
- nurture creativity and innovation through designing and making;
- explore values about and attitudes to the made world and how we live and work within it;
- develop an understanding of technological processes, products, and their manufacture, and their contribution to our society.

Children will be given opportunities to:

- take increasing responsibility for their work;
- work independently and in groups;
- be involved in tasks of varying duration;
- undertake teacher and child-initiated tasks;
- design, make and evaluate products;
- undertake focused practical tasks to develop skills and knowledge;
- investigate simple everyday products;
- work with a variety of materials, tools and components;
- use technology where appropriate.

The Design and Technology Curriculum

Early Years Foundation Stage (Recpetion and Nursery classes)

The EYFS sets out clear expectations for the children in our Foundation Stage for Expressive Arts and Design:
Exploring and using media and materials

• Understands that different media can be combined to create new effects.
• Manipulates materials to achieve a planned effect.
• Constructs with a purpose in mind, using a variety of resources.
• Uses simple tools and techniques competently and appropriately.
• Selects appropriate resources and adapts work where necessary.
• Selects tools and techniques needed to shape, assemble and join materials.

These skills are encouraged inside and outside the classroom; with junk modelling and construction activities and opportunities inside and large construction and den building opportunities outside. All activities are available for the children to access themselves.

Early Learning Goals: Children use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology.

Planning
Design and technology planning in school follows the requirements of the EYFS and National curriculum. The planning follows the long-term plan to ensure continuity throughout the school.

Long-term plan: The school's long-term plan for Design and Technology sets out the topics to be covered throughout Foundation Stage, Key Stage One and Two. They include:
- progression of skills/activities to be taught;
- progression and development of knowledge and understanding;
- units of work;
- links to the National Curriculum Programmes of Study.

Medium term plan: Detailed plans are linked to topics were possible and include a learning objective, lesson introduction, activity, plenary, differentiation – including challenge and question probes for our Most Able children, success criteria and resources. Plans are annotated where necessary to inform future planning.
The medium-term plans identify:
- knowledge and skills needed prior to the unit;
- links with other units within the scheme;
- links with other curriculum areas:
- vocabulary to be developed;
- resources required to deliver the work;
- expectations.
- health and safety points and risk assessments.

Learning and Teaching
A range of styles of teaching is necessary for the teaching of Design and Technology. Approaches need to be related to the topic itself and to the abilities and experience of both teachers and pupils. The Progression of Skills document, alongside the Assessment grids for Design and Technology, allows teachers to introduce new skills as well as build upon the existing skills gained through previous year groups.

Our teaching at all levels shall include opportunities for
- Teacher exposition;
- Discussion techniques (pupil/pupil and pupil/teacher) appropriate practical work;
- Working alone, in groups, as a class and as a whole school
- Consolidation and practice of fundamental skills and routines;
- Use of ICT, museum resources and outside visits;
- First hand experience;
- Investigation work;
- Recording and observation
- Experience of skilled people;
- Provision of different media and resources.
- Evaluation of their own work as well as the work of others.

Assessment and record keeping

Pupils are assessed against our internal assessment grids, which are based on the National Curriculum and they are used to determine whether a child is working at an age related expectations, below or above. Examples of designing, making and evaluations of projects should be used as evidence to assess.

Assessment is achieved through observation of the pupil's approach to the task, through discussion with the child, and by analysis of the final product. The teacher passes on relevant information to other teachers and the summative record and pupil profiles are updated annually.

Lessons will be delivered providing a clear learning objective and success criteria for the children to work towards. Class Teachers will mark work against the learning intention for the lesson giving feedback where appropriate. Teachers at Queensway will also be using the Progression of Skills document and the assessment grids to assess the children and move them on or back according to their skills in Design and Technology.

Monitoring, Evaluation and Review
The Key Stage Leaders are responsible for the organisation of resources, materials, tools and equipment in a way that provides consistency and ease of access in each area of the school. The Design and Technology Leader monitors the delivery and outcomes of the curriculum and makes any modifications to the school policy and scheme of work in line with developments. He/she will also keep staff informed of any new developments.

Equal opportunities/ Special educational needs
The teaching of Design and Technology will be in accordance with the present policy for Equal Opportunities. We aim to provide equal access for those children with special needs and those pupils who are very able and require extension activities, through small group work and through the use of other adults help where available. (A guide to supporting gifted and talented pupils in Art and Design is available in the school booklet 'Indicators for more able and gifted pupils')

The role of the Design and Technology Leader is to:
- Support Key Stage Leaders with ordering of equipment when needed;
- Encourage, organise and lead training;
- Keep up to date by attending relevant courses;
- Provide guidance and support in implementing the NC and schemes of work;
- To co-ordinate recording and presentation throughout the school after consultation with colleagues;
- Advise the Head teacher of action required (e.g. resources, standards etc.);
- Encourage ways of involving parents in their child's learning;
- Review and update the policy to include any new teaching initiatives;
- Provide support for all who teach design and technology and so improve the quality and continuity of teaching and learning throughout the school

Resources
Practical resources for 2D and 3D work are kept in the main stock cupboards for each block. These include a variety of drawing, painting, printmaking, and textile materials. 3D resources include modelling, collage materials and clay tools.
Teacher resources including moving mechanisms, leavers, posters and books are kept in the main school resource cupboard (next to the PE cupboard). In addition to this classes should have a range of resources available to encourage designing and making across all subjects.

Health and Safety
At all times, due care and consideration must be given to health and safety, as outlined in our 'Health and Safety Policy'. A risk assessment must be made, as part of the planning process before any Design and Technology activity is undertaken. Staff should assess the materials, tools and equipment being used.
Children will be informed of any risks but must also be encouraged to assess and identify risks for themselves and to others. Children must be taught to work safely with different materials (e.g. clay dust, dyes and polystyrene) and with sharp tools (e.g. lino cutters for print making).

Review
This policy will be reviewed every 3 years by the Head Teacher and the Quality of Education Committee.

Chair of Committee   ……………………………………Date …………………………………
Head Teacher …………………………………………Date ………………………………