



DESIGN AND TECHNOLOGY POLICY

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 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 2013

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. Children are encouraged to show the school values of resilience and kindness through constructive peer evaluation and improvement of their work.

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 (Reception and Nursery classes)

The EYFS sets out clear expectations for the children in our Foundation Stage for Expressive Arts and Design:
Creating with materials.

'It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials.' – Statutory framework for the Early Years Foundation Stage 2021.

These skills are encouraged inside and outside the classroom with junk modelling and construction activities opportunities inside, and large construction and den building opportunities outside. All activities are available for the children to access independently. Additionally, the children in the Reception classes will have the opportunity to develop their design skills through practical activities as part of Forest School planned by the Forest School Leader

Early Learning Goal for Creating with Materials:

Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

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.

Medium term plan: Referring to Queensway's Curriculum Overview Documents, detailed plans are linked to topics where possible and include a learning objective, lesson introduction, activity, plenary, differentiation 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 Curriculum Overview Documents allow 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

All Pupils in Year 2 and Key Stage Two at Queensway have a Design and Technology book to record, draft and evaluate ideas alongside their practical work. These books are also used for children to reflect on their practical experiences and products made. Design Technology books can be taken on educational visits to form a record of the pupils' observations and provide them with a space to gather ideas. We recognise that it is important not to undervalue the work of children and to encourage a sense of pride in their Design Technology book.

Design Technology books are a useful record of each child's work throughout their time at Queensway School and will be passed on to their next teacher at the end of the year.

Pupils are assessed against our internal Curriculum Overview Documents, , which are linked to the National Curriculum. They are used to determine whether a child is working at age related expectations, below or above. Examples of designing, making and evaluations of projects should be used as evidence to assess.

Assessments are made through the use of formative and summative tasks that will inform the class teacher of a child's disciplinary and substantive knowledge. These assessments are discussed and moderated as part of the school's cycle of moderation. is achieved through observation of the pupil's approach to the task, through discussion with the child, and by analysis of the final product. Teachers pass on relevant information to other teachers, and the summative record and pupil profiles are updated annually.

Lessons are 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 Curriculum Overview Documents to assess the children.

Monitoring, Evaluation and Review

The Subject Leader is 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. The Subject Leader will keep staff informed of any updates or developments to the DT Curriculum.

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.

The role of the Design and Technology Leader is to:

- Work alongside Phase Leaders to ensure that teachers have the relevant equipment and resources.
- Encourage, organise and lead training.
- Keep up to date by attending relevant courses.
- Provide guidance and support in implementing the NC and the Long Term Plan.
- 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 to ensure 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, cams and levers) are kept in the main school resource room. In addition to this, classes 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 Senior Leadership Team.

Head TeacherDate