Howden-le-Wear Primary School

Design Technology Policy

Policy and Practice
Introduced: February 2018
Review Date: February 2019
Reviewer: Headteacher
Adopted by the Governing Body: 6th February 2018

Howden-le-Wear Primary School

POLICY FOR DESIGN TECHNOLOGY

AIMS

Howden-le-Wear Primary School aims to provide a high quality Design Technology education for all children which meets the statutory requirements of the National Curriculum and the Early Years Foundation Stage. The curriculum should:
- Develop the individual by promoting a combination of intellectual, practical, social and emotional abilities;
- Develop pupils' capability through combining their designing and making skills with knowledge and understanding in order to design and make products; and
- Prepare pupils for living in a technological world and the world of work.

ENTITLEMENT

Pupils should develop their capability through three types of activity. These are:
- Designing and making assignments in which pupils use their capability to develop a product that meets their real needs;
- Focused practical tasks where pupils develop and practice particular skills and knowledge; and
- Production and application tasks where pupils explore existing products and use their findings to add to their own repertoire of skills, knowledge and understanding.

Pupils should also be given the opportunity to work on tasks individually and collaboratively.

OUTCOMES

Pupils will develop their:
- Designing skills;
- Making skills;
- Knowledge and understanding of materials and components;
- Knowledge and understanding of mechanisms, structures and control systems;
- Knowledge and understanding of existing products that can provide starting points and ideas; and
- Knowledge and understanding of health and safety.

GUIDELINES FOR DESIGN TECHNOLOGY

This document should be read in conjunction with the National Curriculum (Sept 2014) and policies on Equality and Diversity, Racial Discrimination, Gender Discrimination and Social Cohesion.

Medium term and weekly planning is held electronically on the Durham Learning Gateway.

Schemes of Work

Design Technology is taught in school using a combination of resources. It is fully inclusive, and includes a planned progression of skills.

Some of these modules may fit into topic work as part of our Creative Curriculum approach. Design technology may sometimes be taught as a discrete subject. Modules are taught in a two-year cycle.

Design Technology in the Early Years Foundation Stage is taught as the exploration and investigation elements of the Knowledge and Understanding of the World and the Creative Development strand of the Early Learning Goals. In the Early Years, the school takes into account the children's interest in the world around them and aims to provide them with effective tools for learning. A practical approach is adopted which is child-led. Children are encouraged to develop their investigative skills and understanding of the world around them in the context of explorations and investigations. Activities should promote at first hand the exploration of objects and events. They should encourage the sorting, grouping and describing of objects and events in their immediate environment, using their senses and noting similarities and differences. Children should be encouraged to share their findings, thereby encouraging their speaking and listening skills. Children are encouraged to reflect upon and analyse experiences, and where appropriate to record their findings.

The indoor and outdoor classrooms are used as a basis for activities throughout the school and take account of the fact that children:
- Are active learners who need to be involved in a range of physical experiences which allow them to take charge of situations;
- Need to take the initiative in developing their own ideas and approaches to an activity;
- Need to be involved in talk between themselves and peers as well as a range of adults;
- Need to build their confidence not only in design technology but in the management of their own activity and involvement with others;
- Need security in the limitations of both physical and conceptual boundaries yet opportunity to extend those boundaries;

- Require activities which take notice of the need to develop individuals as emergent thinkers not only in design technology but also in numeracy and literacy; and
- Should interact with adults who have high expectations of them.

The Teaching Learning Process and the Creative Curriculum

Where appropriate, Design Technology will be included in a creative approach to teaching and learning to enable children to make links across the curriculum. However, design technology may also be taught as a discrete subject.

Special Educational Needs & Disabilities (SEND)

In order to meet the individual needs of all children, early identification of Special Educational Needs results in the development of an SEND Support Plan for each child identified as having Special Educational Needs. These support plans and associated targets will need to be taken into account when teaching Design Technology. Further advice may be sought from the Special Educational Needs Co-ordinator, Mrs H Clark.

Gifted and Talented

Gifted and talented children are challenged through independent enquiry. Further advice may be sought from the Gifted and Talented Co-ordinator.

Practical Work

Practical work underpins the teaching and learning of Design Technology. The school's aim is to develop in pupils an understanding of the ability to use the scientific process, thus allowing them to acquire the appropriate scientific skills.

In the Early Years Foundation Stage, the emphasis is on practical child centred exploration and investigation.

In Key Stage One, the emphasis is on developing observation and discussion, in addition to using a variety of simple equipment to undertake simple investigations, create constructions and solve problems.

In Key Stage Two, the emphasis is on teaching children to develop design technology skills to analyse products and solve problems

- The development of pupils' skills is recorded using agreed age related expectations (ARE).

Assessment, Recording and Reporting

Assessing Pupil Progress
Progress is recording using agreed age related expectations (ARE). Pupil progress is monitored by the Design Technology subject leader through self-evaluation activities. Records are kept in staff files and pupil books. Samples of work from topic modules are collected annually and retained.

Assessment for Learning
All pupils are continually assessed by staff and work planned appropriately.

Reporting to Parents
Written reports to parents are issued annually. Three Parent Consultation Evenings are also held across the academic year to enable staff to discuss individual children's progress with parents.

Health and Safety

The safe use of equipment is promoted at all times.

The school Health and Safety Policy which incorporated County guidelines (available on the Extranet) is available in the office and should be consulted for details regarding scissors, craft knives, electrical equipment, wet areas, heavy equipment and the use of tools.

Schemes of work mention safety procedures which should be referred to.

Resources and Evaluation

All teachers are responsible for the implementation of National Curriculum Design Technology or the Early Years Foundation Stage, and the development of design technology teaching throughout the school.

Signed: _____   Governor   from Curriculum/Standards Committee

Date:_____

To be reviewed: February 2019