Design & Technology Policy

Rationale

At Uplands Manor Primary School, we believe that Design and Technology is important as it encourages children to develop their designing and making skills that they can combine with specific knowledge and understanding in order to design and make quality products. The process assists children in developing a greater awareness and the understanding of how everyday products and items are designed and made. Children will be taught the technical skills to execute practical tasks and develop confidence in using these skills. Children will be provided with opportunities to problem solve, think creatively and work both as individuals and as members of a team.

'Purpose of study 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.' (Taken from the National Curriculum 2013).

Aims

- To embed our curriculum goals, Excite, Experience, Extend and Excel (The 'Ex' Factor)
- To embed a 'quality of education' Intent, Implementation and Impact (Ofsted)
- Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- Critique, evaluate and test their ideas and products and the work of others
- Understand and apply the principles of nutrition and learn how to cook
- Encourage children to select appropriate tools and techniques for making a product, whilst following safety procedures

Intent

Our children will be taught Design and Technology in a way that ensures progression of skills, and follows a sequence to build on previous learning. Our children will gain experience and skills of a wide range of formal elements of design and concepts of technology in a way that will enhance their learning opportunities, enabling them to use design and technology across a range of subjects to be creative and solve problems, ensuring that they make progress.

Implementation

We follow a broad and balanced Design and Technology curriculum that builds on previous learning and provides both support and challenge for learners. We follow a Design and Technology scheme (Kapow) that ensures progression of skills and covers all aspects of the Design and Technology curriculum. All classes will have a scheduled Design and Technology unit of work for each half-term. We want to ensure that Design and Technology is embedded in our whole school curriculum and that opportunities for enhancing learning by using design and technology are always taken.

Impact

Our children enjoy and value Design and Technology and know why they are doing things, not just how. Children will understand and appreciate the value of Design and Technology in the context of their personal wellbeing and the creative and cultural industries and their many career opportunities.

Progress in Design and Technology is demonstrated through regularly reviewing children's work, to ensure that progression of skills is taking place. Namely through:

- Looking at pupils' work, especially over time as they gain skills and knowledge
- Observing
- How they perform in lessons and talking to them about what they know

Inclusion:

We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies that are essential to developing a more inclusive curriculum:

- Setting common tasks that are open-ended and can have a variety of responses
- Setting tasks of increasing difficulty where not all children complete all tasks
- Providing a range of challenges with different resources
- Using additional adults to support the work of individual children or small groups
- ICT programmes and appropriate tools and equipment are provided to ensure that all pupils have sufficient access to the Design Technology curriculum
- Ensuring that children with Special Educational Needs will be given an equal opportunity to study design technology. These children will be provided with all of the necessary materials to succeed and be inspired, supported by their 1-1 support where necessary

Assessment and Recording

Formative assessment opportunities will be identified with reference to key skills. We will assess children's work in design and technology by making informal judgements as we observe them during each lesson. Summative assessment will take place on completion of each piece of work. The class teacher will respond to the children's work, identifying areas for development. At the end of each year a written report will be given to parents about their child's achievements in design and technology using effort grades for achievement.

The role of the subject lead

- Take the lead in policy development and the production of the content for learning for each year group, to ensure progression and continuity on design and technology throughout the school
- Ensure the coverage of skills clearly matches the overarching aims of the National Curriculum
- Work collaboratively as part of a curriculum team to revise the current curriculum provision for non-core subjects
- Support colleagues in their development of detailed planning, implementations of the context for learning and assessment and record keeping
- Monitor progression in design and technology and advise SLT on actions needed if necessary
- Take responsibility for the purchase and organisation of central resources for design and technology
- Keep up-to-date with developments in design and technology education
- Carry out risk assessments
- Gather curriculum plans, samples of pupils' work, classroom displays and discussions with staff will be used by the subject lead to evaluate the quality of the art and design curriculum within the school.

The Design and Technology curriculum will contribute to children's personal development in creativity, independence and self-reflection. This will be demonstrated through the children being able to talk confidently about their work, and sharing their work with others. Progress will be shown through the outcomes demonstrated within lessons, assessment and within the children's learning journey.