# Design Technology Policy

# Arnold Mill Primary School

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# 1. Aims

**Through the teaching of Design Technology Education we aim to:**

Design and Technology prepares children to take part in the development of today's rapidly changing world. Creative thinking encourages children to make positive changes to their quality of life. The subject encourages children to become independent and creative problem-solvers, both as individuals and as part of a team. It enables them to identify needs and opportunities and to respond by developing ideas and eventually making products and systems. Through the study of Design and Technology they combine practical skills with an understanding of aesthetic, social and environmental issues, as well as functions and industrial practices. This allows them to reflect on and evaluate present and past Design and Technology, its uses and its impacts. Design and Technology helps all children to become discriminating and informed consumers and potential innovators.

The aims of Design and Technology are:

• to develop imaginative thinking in children and to enable them to talk about what they like and dislike when designing and making;

• to enable children to talk about how things work, and to draw and model their ideas;

• to encourage children to select appropriate tools and techniques for making a product, whilst following safe procedures;

• to explore attitudes towards the made world and how we live and work within it;

• to develop an understanding of technological processes, products, and their manufacture, and their contribution to our society;

• to foster enjoyment, satisfaction and purpose in designing and making.

# 2. Legislation and guidance

This policy reflects the requirements of the National Curriculum programmes of study, which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing bodies set out in the Department for Education's Governance Handbook.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework.

# 3. Roles and responsibilities

### 3.1 The Governing Body
The governing body will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.
The governing body will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets

- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements

### 3.2 <u>Headteacher</u>

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- Aims and objectives reflect the aims of the school and indicate how the needs of individual pupils will be met

- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing body

- The school's procedures for assessment meet all legal requirements

- The governing body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum

- The governing body is advised on whole-school targets in order to make informed decisions

- Proper provision is in place for pupils with different abilities and needs, including children with SEN

### 3.3 <u>Other staff</u>

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

## 4. Organisation and planning

### <u>Teaching and Learning</u>

The school uses a variety of teaching and learning styles in Design and Technology lessons. The principal aim is to develop children's knowledge, skills and understanding in design and technology. Teachers ensure that the children apply their knowledge and understanding when developing ideas, planning and making products and then evaluating them. We do this through a mixture of whole-class teaching and individual/group activities. Within lessons, we give children the opportunity both to work on their own and to collaborate with others, listening to other children's ideas and treating these with respect. Children critically evaluate existing products, their own work and that of others. They have the opportunity to use a wide range of materials and resources, including ICT.

### <u>Planning</u>

- Curriculum overviews inform planning and ensure skills and knowledge progression throughout the school.
- Curriculum overviews set out the religious education topics studied each term in each Key Stage. As we have some mixed – age classes the topics are planned on a two year cycle.
- Teachers from the Foundation Stage to Year 6 plan to ensure full coverage of the skills relating to the DT curriculum for that year group.
- Teachers in Foundation, KS1, LKS2 and UKS2 share planning connected to each particular unit and ensure cross-curricular links are woven in.

<u>**Foundation Stage**</u>

We teach DT in the Foundation Stage as an integral part of the topic work covered during the year. We relate the DT aspects of the children's work to the objectives set out in the EYFS.

<u>**Resources**</u>

There are a range of DT resources in school which are kept in central cupboards in clearly labelled boxes. Each year an audit is carried out by the coordinator.

# 5. Inclusion

We recognise that all classes have children of widely differing abilities, and so by matching the challenge of the task to the ability and experience of the child, we provide suitable learning opportunities for all children, including:

> More able pupils
>
> Pupils with low prior attainment
>
> Pupils from disadvantaged backgrounds
>
> Pupils with SEN
>
> Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study DT, wherever possible, and ensure that there are no barriers to every pupil achieving. They will also take in to account the needs of the locality.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

We achieve this in a variety of ways, by;
- Setting common tasks which are open-ended and can have a variety of responses
- Setting tasks of increasing difficulty, evidenced in planning through differentiation and expected outcomes
- Providing resources of different complexity which are suitable for the ability of the child
- Providing appropriate adult support to scaffold learning and to aid the work of the individual or group

# 6. Monitoring arrangements

Action plans are shared with governors. Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements.

Subject leaders monitor the way their subject is taught throughout the school by:

- Planning scrutinies
- Book scrutinies
- Staff skills audit
- Learning walks
- Peer coaching
- Reviewing action plans, policies and assessment materials

- Interviewing children

The subject leader is responsible for monitoring attainment and progress of pupils and the quality of the teaching in Design Technology education. The outcomes of which are collated in the subject leadership folder and fed back to staff at an appropriate time.

Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed yearly by the DT coordinator. At every review, the policy will be shared with the full governing body.

## 7. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment Policy