Design & Technology Policy

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Last review date:	May 2021
Next Review date:	May 2024
Review Cycle:	3 Years
Statutory Policy:	No
Publication:	Website. G/Policies

Date	Version	Reason for change	Overview of changes made	Source
10.03.21	0.1	Scheduled Review	Update name & logo. J Bowman	SCC
30.03.21	0.2	Internal Lead Scheduled Review	Minor updates to practice. SLT	
29.04.21	0.3	Board Lead Scheduled Review	No changes. H Bowman	
14.05.21	1.0	Board Scheduled Review	Ratified	

Design and Technology Policy

At The Staffordshire Schools Multi Academy Trust (TSSMAT) we share values and beliefs based on Christian principles in close association with the Anglican tradition and practice of the Church of England. We believe each person is special and we provide equal opportunities for each individual member of our School family to develop to his or her full potential within guidelines of acceptable behaviour and a set of values, which will fit each child for life and the society in which they live. The achievements of each child are celebrated and the family, the School and the whole community is valued and respected.

The aim of the staff and Directors is to create a happy and stimulating learning environment in which children are helped to develop their natural curiosity and academic ability, as well as to learn physical, intellectual, social and aesthetic skills. We aim to foster and nurture the children's spiritual and moral growth and they are encouraged to adopt friendly, caring and considerate attitudes to one another and a respectful, polite manner to adults while, at the same time, developing a sense of self-reliance, self respect and sensitivity to other people around them and in the wider community. We help them to understand and acquire a moral and social code of behaviour to Christian standards.

Design and Technology

Design and Technology describes a way of working in which pupils respond to an opportunity to make, modify or disassemble something. They use their knowledge and understanding to devise a method or solution, realise it practically and evaluate the end product and decisions taken during the process. Design and Technology draws on knowledge and skills from many other subjects; in particular it is closely associated with science, to which it also contributes.

The surrounding areas provide a rich source of industry for the children to learn about and become involved in. For example, Burton hosts a wealth of breweries, Stoke on Trent still contains many pottery facilities and Uttoxeter is home to JCB.

The National Curriculum specifies:

'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' (National Curriculum).

Across the Multi Academy Trust, Design and Technology is taught through units of work, on a two-year rolling programme (see Appendix 1). The unit themes are evaluated annually to ensure they remain stimulating and current. Annual evaluation is especially important in Design and Technology as advancements in industry are continuous and we feel it is important for the children to be aware. This is reinforced by our links with local industry and surrounding businesses. As the children progress through the school, the complexity of the Design and Technology tasks increases. The units of work range from practical skills such as embroidery and cookery to design using ICT and researching local industry.

Class teachers teach Design and Technology to their own classes. Teaching usually takes place within the normal classroom. Design and Technology is taught as separate lessons and is allotted specific times on the timetable.

Early Years Foundation Stage

Design Technology is not taught as a standalone subject in Early Years but does form part of the Expressive Arts and Design area of the curriculum.

Expressive Arts and Design is broken down into two aspects:
- o Exploring and Using Media and Materials
- o Being Imaginative

The 'Exploring and Using Media and Materials' area of the curriculum is aimed at giving children the opportunities to experiment with media and materials finding out about their properties and modifying and manipulating them. It includes looking at patterns, movement and the use of different tools and techniques.

Development Matters Objectives:

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

'Being Imaginative' is about building on the children's experiences of the real world and transforming them into something new. This can be achieved through imaginative play, construction play and small world play.

Development Matters Objectives:

- o Create simple representations of events, people and objects.

At The Staffordshire Schools Multi Academy Trust (TSSMAT) our children are given the chance to develop these skills through planned and purposeful adult-led activities and through child-initiated learning opportunities in our continuous provision.

Management

The co-ordinator will endeavour to:

1.   consult with the Headteacher, identify and determine the overall aims and understanding of Design and Technology according to the National Curriculum and ensure these are encapsulated in the policy document.
2.   review the policy document on a regular basis
3.   ensure all staff are aware of the Design and Technology policy document.
4.   produce a scheme of work for Design and Technology with outline guidance for each year/class group
5.   review and update the Design and Technology scheme of work
6.   be a resource to all staff in all aspects of Design and Technology planning

7.	identify resource needs, maintaining Design and Technology budget spending within agreed priorities
8.	maintain the Design and Technology resource base
9.	in consultation with the Headteacher produce/review a development plan for Design and Technology
10.	attend relevant meetings/courses, read relevant , recent publications
11.	liaise with advisers, LA, Directors, as appropriate on curriculum matters relating to Design and Technology

Differentiation/SEN

The class teachers are responsible for differentiating work in their short-term planning/lesson plans to meet the specific requirements of children within their classes.

Review

Staff review the Design and Technology planning each term.
Any problems are reported to the Co-ordinator.

Assessment and Record Keeping

Teachers use the medium term planning kept in a shared file. Teachers are asked to adapt the planning to suit the needs of their class, but maintain the design and make process. The rolling programme allows for gradual progression across the year groups, aligning with the National Curriculum.

Children record their own learning in Design and Technology, as well as photographic evidence being used by teachers. Every child has a Design and Technology work book in which they record their work through the design process. Every child's book will show the research, design, make and evaluate process.

Individual assessment is made by the teacher and is recorded. Any or all of this evidence may then be used to provide information to parents. It should also help to diagnose strengths and weaknesses for each child and help each teacher plan for the future so that each child has a broad and balanced exposure to Design and Technology. Peer assessment is also used to further children's understanding and collaboration.

Dyslexia

The Staffordshire Schools Multi Academy Trust (TSSMAT) is committed to supporting children with Specific Learning Difficulties (SPLD). Staff use a range of teaching strategies and resources in order to develop the Individual.

Further help and guidance can be found in the Dyslexia Friendly Handbook.

Resources

Resources are available in each school.

Appendix 1 – 2 Year Rolling Programme

Design and Technology	Year 1 and 2	Year 3 and 4	Year 5 and 6
Year B	==Cooking- balanced eating Pizzas:== https://www.planbee.com/perfect-pizzas-the-complete-series 2d modelling- cutting and joining ==Playgrounds:== https://www.planbee.com/playgrounds-the-complete-series Designers and horticulture ==Teddy Bears Picnic:== https://www.planbee.com/teddy-bears-picnic-the-complete-series	Designers and Horticulture British Inventors https://www.planbee.com/british-inventors-british-inventions Electronics and Mechanics Alarms: https://www.planbee.com/alarms-the-complete-series ICT in design- apprentice Greenhouses: https://www.planbee.com/making-mini-greenhouses	Materials and Textiles- Knitting https://www.planbee.com/funky-furnishings ICT in design -websiteshttps://www.planbee.com/programming-pioneers-coding-ks2 Designers and 3d Bird House Builders https://www.planbee.com/bird-house-builders-the-complete-series
Year A	==Autumn== Textiles and sewing – material Delightful decorations https://www.planbee.com/delightful-decorations Spring Mechanics ==Vehicles:== https://www.planbee.com/vehicles-the-complete-series Summer 3d modelling: ==Kites== https://www.planbee.com/flying-kites-the-complete-series	Autumn 1:Lighting it up: https://www.planbee.com/lighting-it-up-the-complete-series Autumn 2: Materials and textiles embroidery Seasonal stockings https://www.planbee.com/seasonal-stockings Spring: Healthy cooking: Seasonal Food: https://www.planbee.com/seasonal-food	Mechanics and Electronics: ==Fairgrounds== https://www.planbee.com/fairground-the-complete-series Spring: ==Greece== https://www.planbee.com/ancient-greece-2x-dt-lessons Horticulture and cooking: Great British Dishes https://www.planbee.com/great-british-dishes-plan-and-shop-for-a-meal