



DT Policy

Key Document Details

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Aims and objectives

Design and technology prepares children to take part in the development of tomorrow's rapidly changing world. Creative thinking encourages children to make positive changes to their quality of life. The subject encourages children to become autonomous 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 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 work of others
- Understand and apply the principles of nutrition and learn how to cook

Teaching and learning style

At Moredon Primary and Nursery School we use 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.

In all classes there are children of differing ability. We recognise this fact and 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:

- setting common tasks that are open-ended and can have a variety of results;
- setting tasks of increasing difficulty where not all children complete all tasks;
- grouping children by ability and setting different tasks for each group;
- providing a range of challenges through the provision of different resources;
- using additional adults to support the work of individual children or small groups

DT curriculum planning

At Moredon Primary and Nursery School we use the objectives as set out in the National Curriculum as the basis for its curriculum planning. The DT Curriculum has been developed to integrate national guidelines with class topics and themes (cross-curricular links) in a skills-based, creative and broad and balanced curriculum. Our topics are taught through enquiry based learning of which DT makes a valuable contribution. While there are opportunities for children of all abilities to develop their skills and knowledge in each topic, the skills are taught through a planned progression meaning that the children are increasingly challenged as they move through the school.

We carry out the curriculum planning in DT in terms. The long-term plan maps the DT topics studied in each term during both key stages. The medium-term plans, are based around the progression of skills document and a theme for that term, this means the children study DT topics in conjunction with other subjects across the curriculum. This allows children to build on previous knowledge and skills to further develop their learning and understanding in DT. We teach the knowledge, skills and understanding set out in the National Curriculum for DT, in this way we ensure that children have complete coverage of the National Curriculum and have an opportunity to explore a broad and balanced curriculum. The DT subject lead is responsible for monitoring and reviewing these plans.

Within year group teams, they write the lesson plans, which list the specific skills being learnt, learning questions and success criteria of each lesson. The class teacher is responsible for keeping these individual plans and gathering the resources for the lesson.

Foundation Stage

We teach DT in reception classes and Nursery as an integral part of the topic work covered during the year. As these classes follow the Early Years, we relate the DT aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs), which underpin the curriculum planning for children aged three to five.

The contribution of DT to teaching in other curriculum areas

English

Design and technology contributes to the teaching of English in our school by providing valuable opportunities to reinforce what the children have been doing during their English lessons. Discussion, drama and role-play are important ways that we now employ for the children to develop an understanding that people have different views about design and technology. The evaluation of products requires children to articulate their ideas and to compare and contrast their views with those of other people. Through discussion children learn to justify their own views and clarify their design ideas. We provide a range of experiences that encourage exploration, observation, problem solving, critical thinking and discussion. These activities, indoors and outdoors, attract the children's interest and curiosity.

Mathematics

DT contributes to the teaching of mathematics in that children who study the structure of DT are observing patterns and processes. We use our mathematical knowledge to help us to measure and weigh out equipment. Children's number knowledge is a vital tool in supporting our DT work.

Computing

We use ICT to support design and technology teaching when appropriate. Children use software to enhance their skills in designing and making, and use draw-and-paint programs to model ideas and make repeating patterns. They use databases to provide a range of information sources. The children also use ICT to collect information and to present their designs through draw-and-paint programs.

Personal, social and health education (PSHE) and citizenship

Design and technology contributes to the teaching of personal, social and health education and citizenship. We encourage the children to develop a sense of responsibility in following safe procedures when making things. They also learn about health and healthy diets. Their work encourages them to be responsible and to set targets to meet deadlines, and they also learn through their understanding of personal hygiene, how to prevent disease from spreading when working with food.

Spiritual, moral, social and cultural development

The teaching of design and technology offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Our groupings allow children to work together, and give them the chance to discuss their ideas and feelings about their own work and the work of others. Through their collaborative and co-operative work across a range of activities and experiences in design and technology, the children develop respect for the abilities of other children and a better understanding of themselves. They also develop a respect for the environment, for their own health and safety and for that of others. They develop their cultural awareness and understanding, and they learn to appreciate the value of differences and similarities. A variety of experiences teaches them to appreciate that all people are equally important, and that the needs of individuals are not the same as the needs of groups.

Teaching DT to children with special educational needs

At our school we teach design and technology to all children, whatever their ability. Design and technology forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our design and technology teaching we provide learning opportunities that enable all pupils to make progress.

We do this by setting suitable learning challenges and responding to each child's different needs.

Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

We enable pupils to have access to the full range of activities involved in learning design and technology. Where children are to participate in activities outside the classroom, for example, a museum or factory trip, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Assessment and recording

Teachers assess children's work in line with the whole school foundation assessment policy. DT is assessed through assessing the skills taught, understood and met by each child in every term. This enable the formation of a clear picture over the year of a child's attainment and progress in DT on completion of a piece of work, the teacher marks the work and comments as necessary. Work can be placed in topic books or if too big or 3 d a photo can be taken.

Resources

The DT cupboard is well stocked and can be accessed by all staff. Both the Art and DT led monitor resources and will order when needed. Regular stock takes will happen during the year.

Monitoring and review

The DT subject leader is responsible for monitoring and supervising the standard of children's work and for the quality of teaching. The work of the subject leader also involves supporting colleagues. This can be by organising training, being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school. subject leader will conduct an annual action plan on which they indicate areas for further improvement and the actions needed to be undertaken.