OAKDENE PRIMARY SCHOOL

DESIGN & TECHNOLOGY POLICY

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	Document History
CREATED: (Updated)	Autumn 2021
By:	Executive HT / DT Lead
Version:	8
REVIEW FREQUENCY:	Bi -Annually
APPROVED BY GOVERNING BODY:	Autumn 2021
REVIEW DATE:	Autumn 2023

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1. Aims and Intent

At Oakdene Primary School we intend that children should master Design and Technology to such an extent that they can go on to have careers within Design and Technology and make use of design and technology effectively in their everyday lives. 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 they make progress. We value our creative curriculum at Oakdene and use a mixture of discrete skills-based lessons and cross-curricular topic inspired projects to inspire children, as well as ensuring progression of skills across the school.

The importance of art and design is to be seen throughout school. The art room is central to the art and design curriculum and should be used throughout the school, including for creative workshops in Key Stage 1 along with topic based and skills-based design work in Key Stage 2. A selection of children's work is to be showcased in the art room, showcasing both finished products and the processes of Design and Technology. Similarly, there are areas through Early Years provision dedicated to exploring Design and Technology skills, both indoor and outdoor.

2. Curriculum Implementation

Early Years

Design and technology in Early Years is primarily part of 'Expressive Arts and Design', particularly 'Creating with materials' as this area supports children in using and exploring a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. It is also closely linked with speaking and listening skills as children learn to explain the processes they have used. Children's fine motor skills are also key in this area of development. Design and technology may be taught discretely therefore, building on children's skills with a certain tool perhaps, or else taught in a creative topic-based way. There is also plenty of opportunity in the Oakdene Early Years for children to develop design and technology through child-initiated learning and interests. This may be indoor or outdoor, utilising woodwork and Forest learning as an introduction to the children for using tools.

Key Stage 1

Key Stage 1 has adopted a cross-curricular learning challenges approach to teaching Design and Technology. All activities are planned for around a termly topic and are taught alongside other curriculum subjects. Children are taught to develop their technical knowledge through designing, making and evaluating projects throughout each year group. This approach allows the younger children to become immersed in their topic-based curriculum, encouraging experimental and exploratory learning. Key Stage 1 will utilise Kapow resources and ideas as fits appropriately with their topic. It has also been used alongside Oakdene's Skills Coverage documents for Design and Technology to ensure key skills are taught throughout Key Stage 1.

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Key Stage 2
The Kapow scheme of work is currently being followed by Years 3-6 to ensure a clear progression of skills across Key Stage 2 and building upon the skills learning in EYFS and Key Stage 1. The scheme has been adapted where possible to link with topics and science, as well as computing. Bespoke Design and Technology project days will be planned accordingly each half term. This will enable children to become immersed in their learning and ideas and fit into the wider school curriculum.

At Oakdene, we pride ourselves on our creative curriculum which allows children to make links in their learning. It is therefore vital that we continue to make links with Design and Technology learning opportunities throughout the curriculum and not only in discretely taught lessons. Children are continually taught Design and Technology through topic-based lessons, linking skills and techniques to different time periods, geographical locations, cultures and beliefs. These experiences give children the opportunities to apply skills and techniques they have previously learnt. Evidence of where work is linked to topic and where it is taught using the Kapow scheme (or a mix of the two) is clear on the Oakdene Art and DT Combined Plan.

Key Designer
By observing and learning about design and technology, and those who create and invent from different cultures and around the world, children at Oakdene are empowered to explore the wider world and develop their ambitions. Year groups Reception to Year 6 have a Key Designer who links with a topic or project for that year group. This is intended to provide children with a broad cultural capital and allows teachers to incorporate this into topic-based work. This will look different throughout the school. For example, in Reception they may choose to introduce Key Designer architect Zaha Hadid through the construction area, developing ideas on how to build different structures and using books about Zaha Hadid and her work to inspire. In Year 6, they may produce a fact file about William Morris linked with their History, Art and English work. Opportunities to link with Key Designers is indicated on the Oakdene Art and DT Combined Plan.

3. Key roles

Role of the Teacher

- All class teachers are responsible for the planning, preparation, teaching and assessment of Design and Technology (including opportunities and assessment of Expressive Arts and Design in Early Years).
- To provide opportunities for all children to design, make and evaluate through both topic-based and child-initiated and Kapow projects.
- Create an interest and enthusiasm for designing and making for children of all abilities.
- Provide a range of activities to develop the children's capability and confidence in their own ideas.
- To provide, through a range of materials, sensory experiences of a visual and tactile nature, and an appreciation of the qualities of common materials.

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- To encourage the child to observe, identify and comment on examples of design in the man-made world in which they live.
- Provide opportunities for children to bring together their knowledge from other subject areas, to solve problems practically.
- To develop children's technical knowledge.
- To develop children's confidence and skill in using and selecting a range of tools and materials safely and appropriately.
- To encourage careful planning and continual evaluation of work, as part of the making process.
- To help children to develop an ability to criticise constructively and evaluate their own products and those of others objectively.
- To assess and record children's progress and attainment in this subject.
- To display children's work as appropriate, including evidencing process where appropriate.

Role of the Subject Co-ordinator

The primary role of the subject co-ordinator is to take the lead in new policy development and ensure the implementation of the National Curriculum in Design and Technology. This includes overseeing the introduction of the Kapow scheme across Key Stage 2 and ensuring the topic-based Design and Technology in Key Stage 1 provides progression of skills and knowledge. Regular monitoring will be required in order to ensure the new Oakdene Art and DT Combined Plan is followed and is supporting children in developing to the best of the ability in Design and Technology.

Further responsibilities include:

- Establishing collaboration between year groups to ensure continuity.
- Advising on assessing and recording and on implementing the school's agreed procedures, including developing assessment tool for end of half-term assessments.
- Ordering and organising central and classroom resources for the teaching of Design and Technology.
- Directing colleagues to appropriate support and CPD opportunities where required.
- Reviewing and monitoring design and technology success in the school with all staff.
- Keeping up to date with developments in this area of learning.
- Liaising with secondary schools and other outside agencies, as appropriate.
- To work closely with the SENCO on special needs provision.
- Monitoring and evaluating Design and Technology provision across the school.

Health and Safety

The safety of the children is the responsibility of the class teacher. All staff and helpers need to be confident in the appropriate and correct use of tools, and children should be trained in the correct use of equipment prior to use. Staff should identify first aiders prior to a lesson taking place and risk assessments should be shared with children in an appropriate manner.

4. <u>Assessment</u>

Formative Assessment takes place in all lessons throughout the school. This is done through effective questioning, monitoring of children's understanding and through work set in lessons.

Progress in Design and Technology is demonstrated through regularly reviewing and scrutinising children's work to ensure that progression of skills is taking place. Summative assessments are carried out at the end of every half term with evidence gathered through looking at children's work over time as they gain new skills and knowledge, and begin to adapt these to their own projects. Teachers will observe how children perform in lessons and make use of Kapow assessment tools (Years 3-6) in order to make judgements. Teachers discuss and chat with the children about their pieces to gain understanding of their thought processes and their ability to apply previous learning.

In Early Years, progress and assessment will be demonstrated through evidence of work in Learning Journals. These will have clear links to the EYFS areas of learning in question and should show progression across the years although it should be noted that children will experience activities and processes several times in order for them to embed their knowledge and understanding.

The development of a work book or project book is to be undertaken in order for children to save and understand their Design and Technology work as a process, as well as for teachers to make assessments.

5. Reporting to Parents and Carers

Parent's consultations take part in Autumn and Spring Terms. Progress in Design and Technology will be shared through conversations and any support needed will be identified.

Written reports are sent to parents and carers in the summer term. Years 1 – 6 will report on History and Early Years will focus on 'Understanding the World' strand. Reporting will focus on skills and knowledge covered, attitudes to history and achievements.

6. Inclusion

In order to achieve their full potential, children have access to the Design and Technology curriculum according to individual and special educational needs. Whether a child is SEN or Gifted and Talented, 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 individual needs. This is reflected fundamentally in all teachers' planning.
Care is taken to ensure that all children have opportunities to be enriched with positive images and artwork created by people of both sexes and a range of cultures and religions. Children are taught a culturally diverse curriculum in which all artists and designers are equal and celebrated for their individual talents and styles, regardless of race or gender.

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7. Facilities and resources

Resources are very well provided to develop design and technology across the curriculum within Oakdene Primary School. With the provision of outdoor classrooms, practical learning sessions have really had a positive impact on enjoyment, achievement and pupil engagement in all areas of the curriculum. In Early Years, Woodwork Workshops have also been introduced.

The school is equipped with a well-stocked Art room that provides multi-media resources for 2D and 3D projects as well as technology resources for the development of construction skills.

The provision of outdoor growing areas in Early Years, Key Stages 1 and 2 enable all children to interweave progressive skills linked to growing and cooking 'life skills' and incorporated them from Nursery (including provision for two-year-olds) to Year 6 throughout each academic year. We have dedicated a lot of directed time, energy and enthusiasm to make this work and we are constantly evaluating and amending where possible. Parents' involvement in this area of the curriculum is also encouraged through regular open days.

Oakdene has a computing suite which is equipped with 31 Dell computers. It is available to whole class or small groups. There are also Interactive Whiteboards in all classrooms to enhance the learning experience. In addition, we have two sets of class iPads for use when videoing, researching, developing designs and programming.

8. Rights Respecting Schools

Article 28 Every child has the right to an education.

Article 29 Every child has the right to an education which develops their personality, respect for others' rights and the environment.

Article 31 Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.