



Welholme
Academy

Design and Technology Policy

Definition

Design and technology is a subject where you learn about designing and making things that are useful. The ideas for most designs come from things that are already around us and designers gradually improve them.

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Intent

Purpose of Study

Design and technology should be an inspiring, practical subject, using creativity and imagination. Pupils should design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. Children should acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. It should enable pupils to 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.

Aims

Design and Technology teaching at Welholme Academy aims to ensure that all pupils know and understand:

The national curriculum for design and technology aims to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently through a broad, balanced and creative Design and Technology curriculum.
- enable children to participate successfully in an increasingly technological world, through allowing the curriculum to grow with emerging technologies.
- 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 through high, realistic expectations.
- critique, evaluate and test their ideas and products and the work of others in a child centred approach to learning which will progress throughout their school life.
- understand and apply the principles of nutrition and learn how to cook through first hand experiences.

Implementation

Organisation

A theme based approach to learning is promoted at Welholme. The Design and technology work carried out is recorded in a theme book. As well as written evidence, pupils may take part in discussions and research. The children follow a design process which includes thinking about the purpose, the intended user and take inspiration from existing products and designs. Across the school, children have access to develop their skills structures, mechanisms, food and textiles. Within Nursery and Foundation, these areas are taught through continuous provision throughout the whole school year. The four areas are repeated and covered throughout the year groups with a focus on food which we teach in every year group due to the wider community we serve.

Resources

At Welholme Academy we understand the importance of first-hand experiences for our children and they have a varied diet throughout their school life, using mechanical and electrical systems, structures, textiles and food.

SEND

All children at Welholme Academy will access quality first Design and technology teaching and are taught age-appropriate objectives which are set out in the subject overview document. To enable all children to achieve their potential in Design and technology, scaffolding and support is used appropriately.

All children at Welholme Academy have access to quality first teaching in all areas of the curriculum which enables them to take part in a broad and balanced curriculum.

Teachers have high expectations of all children. Inclusive and high-quality teaching is delivered to the whole class in Design and technology with bespoke support and interventions carefully planned for groups or individuals where needed.

In order to develop knowledge and skills in Design and technology, some children may need extra adult support during their projects. This will ensure the children reach their goals and learn in the best possible environment and any barriers to Design and technology are minimised.

Support in Design and technology can be in the form of one to one or small group but the needs of the child and how they learn best are always considered first and foremost. Working closely with peers in mixed ability groups enables the children to work inclusively and to support each other. Parallel to this we believe firmly that a child should develop independence skills in design and technology as soon as possible. Opportunities are provided to enable this and any support given to a child / children will be short term and reviewed regularly.

Impact

Assessment

Formative assessment is carried out constantly, within lessons, through questioning and discussion to check children's understanding. Marking in theme books links to basic skills to promote a high standard of spelling, punctuation and grammar across the curriculum. Marking also links to technological vocabulary and ensuring they understand prior knowledge and existing product. Proof of Progress quizzes are used in theme lessons to help children retain knowledge and remember previous skills and learning. This also enables children to assess their own learning and identify targets for their future work. In turn this supports teachers in providing feedback for children's work.

Summative assessment is carried out yearly to indicate if a child is working towards, at or above age-related expectations. Children are assessed against the relevant National Curriculum statements for Design and technology which are listed in the subject overview document.

Safeguarding & Child Protection

Miss Glasby is the Designated Lead teacher with responsibility for Safeguarding, Child Protection and Looked After Children. Mr Chamberlain is the Deputy. If anyone has any concerns about the care or welfare of a child, they should refer to Welholme Academy's Child Protection Policy on our school website www.welholmeacademy.com or speak to one of the Pastoral Team.

Equalities

At Welholme Academy we value all children and adults equally. The ethos of our school supports the development of self-respect and self-esteem in all children, staff and the community it serves. School and Trust staff are committed to running an equitable and inclusive

school in which every individual matters, irrespective of ability, age, beliefs, culture, disability, ethnicity, gender, health, language, race, religion, sexual orientation and social circumstances.

Monitoring and Evaluation

Design and Technology is monitored using an annual cycle of planning, teaching and book scrutiny. Following this, feedback is given to all teachers so that good practise can be shared across school. Questions are posed to highlight areas for development and if necessary changes to practise are made. This is constantly reviewed in lessons and future enquiries. Any findings and suggestions are shared with the Senior Leadership Team with the aim of improving teaching and learning in Design and Technology throughout the school, and the Design and Technology Subject lead will work in conjunction with year groups to ensure areas for development are highlighted and acted upon.

Produced by:

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Date for review: