Holly Trees
Primary School

Policy for
Design and
Technology

November 2012
Reviewed 3 yearly

POLICY FOR DESIGN AND TECHNOLOGY

For a product to be produced in a DT lesson, it must have a purpose.

This policy reflects the school's values, ethos and philosophy in relation to the teaching and learning of Design and Technology at Holly Trees Primary School and forms part of the Knowledge and Understanding strand of the curriculum.

It gives guidance on planning, teaching and assessment. The policy is intended to be used in conjunction with the teachers' planning and the Curriculum Map, which gives details of what pupils in different year groups are taught.

Aims
Design and Technology is a foundation subject within the National Curriculum.

The aims of Design and Technology are:

• To provide opportunities for children to experience designing, making and modifying
• To enable children to work in a range of appropriate contexts (home, school, community, recreation, business, industry) using a wide variety of materials.
• To promote positive attitudes towards and enthusiasm for Design and Technology work in school
• To provide hands-on experience where the real world can be investigated, changed and perhaps improved
• To encourage a healthy attitude to safety through correct procedures involved when using tools and equipment
• To follow the National Curriculum Technology and ensure a well balanced coverage of all aspects of Design and Technology
• To develop children's Design and Technology capability through practical activities. Children are encouraged to discuss and analyse their work to justify the ideas, materials and techniques they have used to propose modifications and improvements.

Objectives
In teaching Design and Technology we would want to prepare children to be active participants in tomorrow's rapidly changing technologies.

Children will:

• Learn to think and intervene creatively to improve quality of life for all
• Become autonomous and creative problem solvers, as individuals and members of a team
• Learn to identify needs, wants and opportunities and respond by developing a range of ideas and making products or systems
• Combine practical skills with an understanding of aesthetics, social and environmental issues, functions and industrial practices
• Evaluate past and present Design and Technology and reflect on its uses and effect
• Evaluate their own work

Curriculum and School Organisation
In order to achieve the aims outlined previously, the teaching of Design and Technology is approached in a flexible way throughout the school, within each Key Stage and within each year group. We attempt to coordinate the requirements of National Curriculum within an integrated topic approach, thus providing development of skills and integration with other subjects. The various topics for each year group are organised in the form of Medium Term plans. However, there will be a balance between practical applications through topic work and specific skill teaching by the teacher.

The Subject Leader will ensure progression and continuity across the school.

Design and Technology is taught through a combination of direct teaching to introduce new skills, and providing pupils with real experiences through appropriate contexts. There are practical activities for pupils, educational visits, use of teacher prepared material, every day items and other resources such as ICT where appropriate.

Planning
See Curriculum Overview for Key Stages 1 and 2, for the long term plans. The medium term plans are found within the teachers termly planning and short term plans within their weekly planning and the skills based curriculum. Cross curricular links should be planned for where appropriate.

Teaching and Learning Style
Within any one class, children are given the opportunity to work as a class, as part of a group and as individuals. There are occasions when whole class activities are appropriate in the teaching of Design and Technology. These may include the introduction of a new topic, a new skill or activities leading to further group work. Group work may be organised by ability, age, friendship or other criteria. Group work is so organised so as to promote co-operation and effective learning and understanding. Children will be provided with designing and making assignments, focused practical tasks and activities in which they can investigate, disassemble and evaluate simple products. The choice of class organisation will be determined by the learning task or activity and the resources being used.

Assessment and Record Keeping
Assessment is via questioning, discussion, observation and outcome of produced work. Summaries of assessed units are recorded on termly MME sheets. Teachers are regularly available to offer a verbal report to parents. A short written report is included in each child's annual report.

Equal Opportunities
Every child has equal access to a broad, balanced curriculum, regardless of gender or race. Stereotypes brought into school, via home backgrounds or literature are challenged. Children will be supported by differentiated work planned by the classteacher.

Resources
We have a range of resources to support Design and Technology across the school.

Monitoring
Monitoring will be conducted according to the priority given to Design and Technology within the School Improvement Plan. The time scale involved may differ from year to year. It may be on an annual basis, but will also need to take account of any changes to the National Curriculum for Design and Technology.
Evaluation may be through a number of methods, including:

• Monitoring of children's work and their achievements
• Analysis of teacher's planning
• Discussion amongst the staff

This should ensure that National Curriculum requirements are being fulfilled in the best possible way.

Health and Safety
Health and Safety issues should be considered when planning and teachers should ensure children are made aware of possible risk and how to use equipment and resources safely.