



Design & Technology

Policy

2016

Hawthorn Tree School

Policy for Design & Technology

INTRODUCTION

Design and Technology is a foundation subject of the National Curriculum. This policy outlines the purpose, nature and management of D. & T. as it is taught at Hawthorn Tree School.

This policy reflects the consensus of opinion of the whole teaching staff and has the full agreement of the governing body.

The implementation of this policy is the responsibility of all teaching staff.

THE IMPORTANCE OF D&T

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. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils 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 FOR DESIGN AND TECHNOLOGY

At Hawthorn Tree School we aim to develop in children an understanding of how technologists design and make things so that with growing confidence they can follow the same procedure. To develop this technological capability all teachers within the school should strive to ensure that by the end of key stage 2:

Aims and purposes of Design and Technology

According to the Design and Technology curriculum (2014), opportunities should be offered for children 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 the work of others.
- Understand and apply the principles of nutrition and learn how to cook.

ENTITLEMENT

The programmes of study for each key stage should be taught to all pupils in the key stage in ways appropriate to their abilities.

All children, whatever their age, sex, ability or cultural background will be given equal access to all areas of D&T.

IMPLEMENTATION

Children are taught to involve elements from all the attainment targets (key skills) in everything they design and make. This approach will encourage the process of designing and making. When planning design and technology activities the attainment targets (key skills) are not always planned to be worked through in numeric order.

Children should work with construction materials, graphic media, food and textiles at least once in key stage 1 and twice in key stage 2.

Throughout their time at Hawthorn Tree children will have experience of a wide range of materials, tools and techniques. Some of these skills and techniques will be taught during Art lessons.

Opportunities to link D&T with work in other areas of the curriculum have been identified and the framework has been organised accordingly.

Children will be taught in their normal class group.

In key stage 2 D&T is blocked half-termly alternating with other foundation subjects. The objectives in each unit of work for D&T are often integrated into other Foundation subjects and taught with a cross curricular approach. Some Ks2 classes hold D&T days which enable parents to become more involved in the subject.

In key stage 1 D&T is continuous throughout the year and is blocked over 2-3 weeks for each unit.

Due attention has been paid to the recommended teaching times.

The emphasis in Reception is for children to be encouraged to examine and talk about everyday objects and give possible reasons for why things are made the way they are. They will also be given opportunities to handle and use a wide range of materials, developing their knowledge and understanding of these through practical design and make activities. There will be more teacher direction within Design and Technology activities within the Reception class but support will decrease as children move through key stages 1 and 2.

Children are encouraged at all times to respect and care for their working environment, selecting, using, storing and returning their own materials and equipment tidily, safely and with regard to economy of use.

PLANNING

All teachers will be responsible for the planning and teaching of D&T.

Long term planning consists set 1 year framework.

Medium term planning takes place each half term and is based on the objectives of the new curriculum. A scholastic book is available to aid teachers' planning across the school. A separate medium term planning sheet is used in line with the school's foundation subject planning format.

Short term planning is input onto the medium-term frame in KS1 and KS2.

All planning is kept together in a readily available planning folder or on the school hard drive.

CROSS-CURRICULAR LINKS WITH D&T

D&T involves children in drawing upon the knowledge and skills from other curriculum areas, particularly from science, maths and art therefore opportunities to link D&T with work in other areas of the curriculum should be identified and used. Across the school staff should embrace opportunities to embed Design and Technology in a cross-curricular approach in order to enthuse and motivate pupils to design things with a real purpose and audience in mind.

EQUAL OPPORTUNITIES / S.E.N

This area reflects and promotes the school's Equal Opportunities and Special Needs policies.

SAFETY

Children will only have access to craft knives, cookers, glue guns and sewing machines under direct adult supervision. A separate area should be set aside for the use of glue guns and the correct usage explained to the children. Round pointed scissors are in general use although sharp pointed scissors will be used when needed.

The correct and safe usage of tools is taught as a priority.

ASSESSMENT AND MONITORING.

Areas for assessment will be identified at both medium and short term planning stages. Children are encouraged to evaluate their own work, in discussion with the teacher at ks1 and recorded in writing at ks2. This will identify ways in which future activities could be developed.

The D&T subject leader is responsible for the standard of children's work and the quality of teaching in D&T. The work of the subject leader also involves supporting colleagues in the teaching of D&T, being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school.

The D&T subject leader is responsible for giving the head teacher an annual summary report in which s/he evaluates the strengths and weaknesses in the subject and indicates area for further improvement.

The D&T subject leader has specially-allocated time for carrying out the vital task of reviewing samples of children's work, visiting classes to observe teaching, monitoring planning and pupil interviews.

Assessment and monitoring will be used in conjunction with the School Development Plan to further raise standards in D&T.

BACKGROUND INFORMATION

This policy was informed with reference to the Statutory Orders for D&T, non-statutory guidance of the National Curriculum document for D&T, guidance from Lincolnshire Curriculum Service and the Early Learning Goals.

REVIEW

Headteacher, staff and governors will review this policy in the Spring Term 2016 and adapt in light of the implementation of the new Primary Curriculum.

Signed: _____
2016