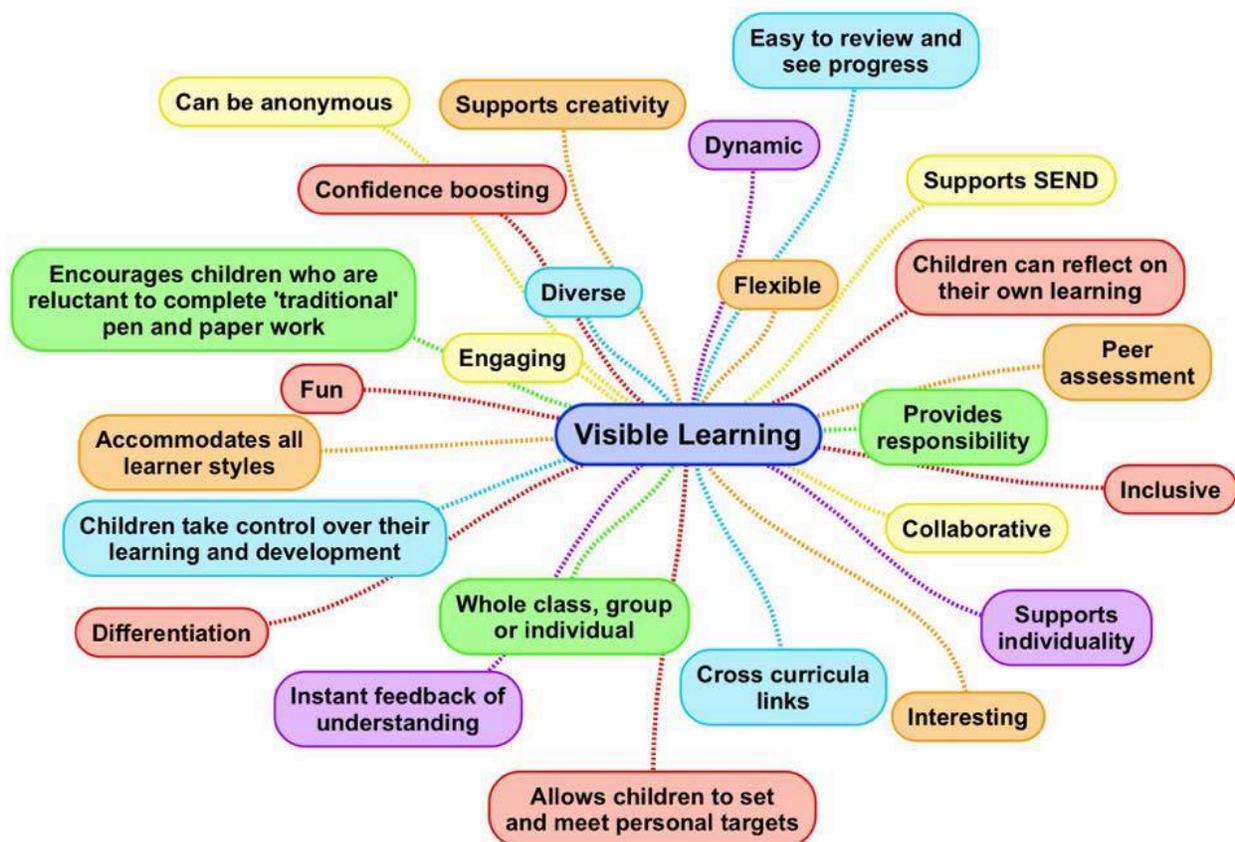


DESIGN AND TECHNOLOGY POLICY

	Name of School	Whybridge Junior School
	Policy review Date	1 st September 2018
	Date of next Review	31 st August 2019
	Who reviewed this policy?	Miss A Fairbank

Our teaching pedagogy is rooted in **VISIBLE LEARNING**





1. MISSION STATEMENT:

We believe that school should provide opportunities for pupils to learn, create and achieve, and that the school curriculum should promote pupils' spiritual, moral, social and cultural development, preparing them for the opportunities, responsibilities and experiences of life.

2. AIMS:

Design and Technology prepares pupils to participate in the rapidly changing technologies of the present and the future. The subject requires children to be autonomous and creative problems solvers, as well as individuals and members of a team. Within Design and Technology, children must identify opportunities within a market for a specific target group and respond to them by developing a range of potentially suitable ideas, planning to produce their inventions with a high quality outcome. In order to be successful, children need to be able to combine practical skills with an understanding of aesthetics, social and environmental issues and function.

Within the context of the subject, children should be given opportunities to work independently and in groups, listening to each other's ideas and treating them with respect. They should be given the scope to develop creativity, flexibility and perseverance. They will critically evaluate existing products, their own design and make activities and that of their peers in a positive, constructive manner. Respect for the environment and for health and safety will be fostered. Through designing and realising their own inventions, children will find enjoyment, satisfaction and purpose.



As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

Objectives in the teaching of Design and Technology (taken from the New Curriculum 2014) are:

- 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

Objectives in the teaching of Cooking and Nutrition for (taken from the New Curriculum 2014) are:

- Understand and apply the principles of a healthy and varied diet
- Prepare and cook a variety of predominantly savory dishes using a range of cooking techniques
- Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

Whybridge Junior School aims:



- Nurture creativity and innovation in children and enable them to talk about what they like and dislike when designing and making.
- Develop their capabilities to create high quality products through combining their designing and making skills with knowledge and understanding.
- To ensure that children become more confident and skilled in safely using the range of tools and materials available to them.
- Evaluate and improve their products until they are well fitted for their intended purpose.
- Appreciate the impact of design and technology on everyday life.
- To foster enjoyment, satisfaction and purpose in designing and making.

3. TEACHING & LEARNING:

The school uses 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 Computing.

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.

4. ASSESSMENT:

Finished models and other pieces of work will provide 'evidence' of a child's ability. Teachers assess children's work by making assessments as they observe them working during lessons. All children have a D&T book where they record ideas, plans and reflections. This can be used for assessing their progress. Ongoing teacher assessments should use the agreed report statements as a basis for their own records along with the National Curriculum level descriptions.

Marking

Comment on the detail and appropriateness of children's designs. Give written/verbal suggestions as to how the design could be improved. Verbal comments should be made during the marking process in relation to use of tools and the item being made. On finished designs comment on how well the finished item fits the design brief.

5. TIME ALLOCATION:



Design and Technology is allocated a D&T DAY every half a term. It is suggested that they teach this at the end of the term. Teachers can choose to teach two half days or one full day of D&T.

The cooking room is at the disposal of all staff, provided that it has been pre-booked to avoid timetable clashes.

6. HEALTH AND SAFETY:

The general teaching requirement for health and safety applies in this subject. We teach children how to follow proper procedures for food safety and hygiene. When required, appropriate risk assessments are carried out by class teacher with support from the Design and Technology coordinator if needed.

The cooking room must be maintained as a suitable and hygienic working area; this is the responsibility of all parties using the room. Cleaning staff will maintain the countertops and floors as part of their usual school cleaning schedule. The cooking room will receive a deep clean every term. All staff must sign in and out of the cooking room, completing the necessary checklists before doing so.

A responsible adult must be present during all DT activities in the cooking room.

7. RESOURCES:

Our school has a wide range of resources to support the teaching of design and technology across the school. Classrooms have a range of basic resources, with the more specialised equipment being kept in the resource room. This room is accessible to children only under adult



supervision. We also have a Cooking Room which is available to all staff. Children are only allowed in the room with adult supervision. The room has two ovens, hobs, a fridge, a freezer, a mini-oven, two sinks and many utensils and cutlery to allow them to bake and cook most foods.

8. INCLUSION AND SEND PUPILS:

At our school we teach design and technology to all children, whatever their ability. Design and technology forms as 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 and 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.



Intervention through SEND may include as appropriate, specific targets relating to art and design.

9. COMPUTING OPPORTUNITIES:

We use computing to support Design and Technology teaching when appropriate. Children use software to explore shape, colour and pattern in their work. They collect visual information to help them develop their ideas by using digital cameras to record their observations. Children use the internet to find out more about famous artists and designers.

10. 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.



11. PSHEE 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.

12. CROSS CURRICULAR OPPORTUNITIES:

Literacy

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. 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.

Computing

We use computing 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. They use databases to provide a range of information sources and CD-ROMs to gain access to images of people and environments. The children also use Computing to collect / research information / existing products and to present their designs through draw-and-paint programs.



13. CURRICULUM PROGRESSION:

Design and technology is a foundation subject in the National Curriculum. Our school uses the national scheme of work as the basis for its curriculum planning in design and technology. We have adapted the national scheme to the local circumstances of our school in that we use the local environment and our cross curricular planning as the starting point for certain aspects of our work.

We carry out the curriculum planning in design and technology in three phases: long-term, medium-term and short-term. The long-term plan maps out the units covered in each term during the key stage. The design and technology subject leader works this out in conjunction with teaching colleagues and the Senior Leadership Team.

Our medium-term plans, give details of each unit of work for each term. They identify learning objectives and outcomes for each unit, and ensure an appropriate balance and distribution of work across each term.

We plan the activities in design and technology so that they build upon the prior learning of the children. We give children of all abilities the opportunity to develop their skills, knowledge and understanding and we also build planned progression into the scheme of work, so that the children are increasingly challenged as they move through the school.

14. MONITORING:

The coordination and planning of the Design and Technology curriculum are the responsibility of the subject leader, who also:



- Supports colleagues in their teaching, by keeping informed about current developments in art and design, and by providing a strategic lead and direction for this subject
- Collects examples of work that will be kept in a portfolio
- Review schemes of work and talk to children to gain an understanding of their knowledge and skills.

This policy will be reviewed at least every two years.

Signed: A Fairbank