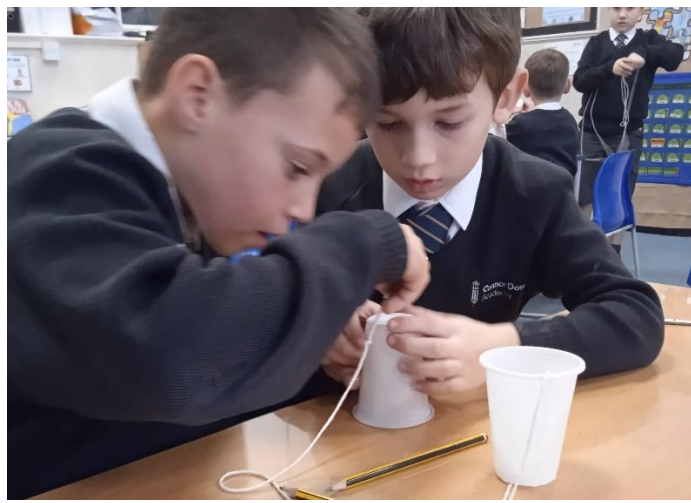




DESIGN & TECHNOLOGY POLICY



Design Technology Intent

We aim to:

- Enable children to acquire and develop skills in an interesting and enjoyable way encouraging them to learn and become creative problem solvers, as individuals and as part of a team.
- Give children the confidence and competence to identify, examine and solve practical problems involving the design and production of good quality products that can be tested and evaluated in use, using a variety of approaches, materials, and methods.
- Encourage children to make judgements about the aesthetic, economic, social, and technological quality of their own work and others.
- Give children a sense of enjoyment and pride in their ability to design and make.
- Encourage the flexibility and openness of mind necessary to meet practical challenges.
- Develop children's ability to communicate in practical contexts.
- Develop thinking skills
- Offer all children opportunities to apply knowledge from other curriculum areas, particularly Science, Mathematics and Art and Design.

Organisation

During their time at Connor Downs Academy the children are given the opportunity to study different aspects of Design and Technology. These include:

- **Textiles** - working with fabric, cloth, and raw materials in a variety of forms e.g. weaving, sewing, knitting, embroidery, applique.
- **Mechanisms and control** - working with various types of mechanisms such as pulleys, gears, wheels, and axles.
- **Structures** - working with resistant materials such as wood and plastic sheeting.
- **Food** - working with food to create their own products.

The National Curriculum requires the use of three types of task for Design and Technology. These are:

- **IDEAs** - Investigative, Disassembly and Evaluate Activities - to help develop the understanding of how things work.
- **FPTs** - Focused Practical Tasks - to help the children develop specific skills needed to develop the assignment.
- **DMA** - Design and Make Assignments - the final stage of the process.

The scheme of work details how these tasks and assignments are delivered through teaching units of work and ensures that the curriculum is delivered in a balanced way. The scheme of work also allows the children to build on the knowledge and skills developed in previous years, ensuring progression.

- Children will undertake design and technology through The Inspire Curriculum.
- The termly theme will try to provide the context within which pupils will develop the skills, knowledge and understanding as specified in the National Curriculum. If, however, clear links do not exist, then units of work will be taught as separate activities.

Role of Design and Technology Coordinator

- i) **Monitoring**
 - Monitoring medium and short-term plans
 - Reviewing samples of children's work
 - Classroom observations
- ii) **Auditing**
 - Auditing resources and proposing acquisitions

- iii) **Meetings**
 - Leading discussions at Staff meetings or during INSET sessions.
- iv) **Liaison**
 - Liaising with class teachers and advising, as appropriate
 - Action planning in conjunction with the Headteacher and Senior Leadership Team
- v) **CPD**
 - Leading staff development by monitoring DFE, OFSTED ,National, Aspire Academy Trust and other publications
 - Distribution of development material to Year Groups

Role of Head teacher

- To monitor the curriculum and evaluate the provision of the design and technology curriculum. To ensure that the health and safety policy is adhered to about all design and technology activities carried out in the schools.

Role of the Senior Leadership Team

- To monitor the curriculum and evaluate the provision of the design and technology curriculum.

Role of the Class Teacher

- Pupils will be given opportunities to work individually, in pairs and in small groups.
- Whole class teaching will also be used when appropriate.
- Individual teachers have the flexibility to adapt the organisation of the activities appropriately.

Assessment

- Teachers will monitor children's development in Design and Technology in line with National Curriculum and Design Technology Progression (Non Negotiables)

Marking/ Presentation

- Marking is in line within the schools marking policy.

Cross-Curricular Links

- Using CDA Teachers will plan opportunities for children to develop and apply their design and technology skills, making appropriate links to other areas of learning.

Links with STEM

Design Technology has close links with Science, Art, English , Maths and Computing . To ensure there are increasing opportunities to plan, develop, compliment and present visual work linked to all STEM subjects ensuring that these links are taught and made explicit to children in lessons.

Personal Learning &Thinking Skills

Through Art and Design we believe that children can be:

EP = Effective participators
 CT = Creative thinkers.
 TW = Team workers.
 IE = Independent enquirers.
 SM = Self managers
 RL = Reflective Learners

Thinking Skills Links

Children will have opportunities to:

- Devise, design and create work that develops their skills and abilities both as independent learners and as part of a collaborative team.
- Learn that designing and creating require discipline, control, technique, and practise.
- Evaluate, explain, analyse, question, and constructively critique their own and other people's work.
- Explore how design and technology is used and valued in our community and the wider world (including in different times, cultures and traditions).

SEN, MAT,

- Pupils with special needs, MAT will be given appropriately scaffolded work.

Equal Opportunities

- All pupils will have equal access to the Design and Technology curriculum regardless of race, gender, ability, or special educational needs.
- **S.M.S.C.**
- Children will have opportunities to discuss and learn about the Social, Moral, Spiritual and Cultural aspects in Design. Technology.

Equipment and Resources

- In KS1, KS2 all resources are stored centrally in the Design Technology resources cupboard and are accessible to all staff members.
- All children are expected to become autonomous in choosing appropriate tools, equipment, and resources after demonstration of how to use tools safely.
- The open organisation of most resources should encourage children to make these choices.
- Tools and equipment for working with food are centrally stored in the kitchen and access to these is available when required.

Health and Safety

There are published Aspire guidelines for health and safety and for safe practices in Design and Technology. Staff and other adults working with children should familiarise themselves with these documents.

The co-ordinator will inform colleagues of any updates or changes.

- Safety is of paramount importance. Children must be made aware of any health and safety issues when using tools and equipment. Teachers should risk assess any activity before it is undertaken.
- In Key Stage 1 the children are closely supervised when using tools of any description. As the children progress through school, more independence is given as they are taught to use the tools with respect.
- Children are also taught to follow the correct hygiene practises when working with food.

Review date: Nov 2023

Reviewed by DT Co-ordinator

Next review date : Nov 2024