



Rushton CE (VC) Primary School

Happy Learning Together

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Design and Technology Policy

Committee	Curriculum
Approved by Governors	Oct 18
Review Date	Oct 20
Cycle	Biennial

Rationale

Design and Technology provides pupils with the understanding to enable them to function effectively in a rapidly changing technological world. It provides pupils with the opportunity to become more aware of how and why things are made and how they work. Active involvement in Design and Technology provides opportunities for pupils to think, reason, plan, execute and evaluate.

Purpose

This policy aims to show how our school intends to fulfil its legal obligation to deliver the National Curriculum and how and where we can go beyond that to create a stimulating and existing curriculum which will meet the future needs of the children.

Aims for the teaching of Design and Technology

These aims relate directly to our schemes of work and the general requirements of the National Curriculum for Design and Technology, to which all staff should refer for detailed requirements. Our aims are:

- a) to stimulate the children's interest in a rapidly changing technological world
- b) to foster a sense of awe and wonder about the world around them
- c) to employ appropriate teaching methods and resources which will allow all pupils equal access to Design and Technology and to experience a sense of personal satisfaction and enjoyment in their work
- d) to develop an understanding of the implications of technological innovation, both in terms of beneficial and detrimental effects.

Objectives for the teaching of Design and Technology

In order to achieve these aims we need to recognise that children have their own experiences and knowledge of the world. In addition, we must ensure:

- a) that we provide the pupils with a wide range of Design and Technology experiences which will increase knowledge, improve skills and develop values
- b) that they have a wide range of resources
- c) that we provide progression for all pupils from Foundation Stage to Y4 and to allow for varying ability levels.

Monitoring of Implementation

Design and Technology will be monitored by the Design and Technology Subject Leader at least once a year to make sure that the above aims and objectives are carried out. Evidence can be found in long/medium/short term planning and children's work. This is fed back to the subject leader's link governors.

The contribution of Design and Technology to the curriculum and wider life of the school

Design and Technology uses and develops skills and knowledge from many areas of the curriculum. DT is incorporated into the school's long term planning through a series of rolling topics. See long term curriculum plan for D&T,

- 1) cover all aspects of the programmes of study for KS1 and KS2 (differentiated for the age of the child)
- 2) make sure that all pupils have experience of Technology throughout their primary years, having some contact every term
- 3) allow pupils to return to key ideas and aspects several times, building in progression by increasing skills and widening the range of materials and tools used
- 4) help the children to develop a wide range of problem solving skills and encourage them to become more independent learners.

Grouping

All children are taught in vertically grouped, mixed ability classes and grouping will vary according to the activity taking place.

Specialist Teaching

The curriculum is supported by some specialist teaching. This is delivered by visiting teachers and links to the topic being studied at the time.

Special Educational Needs

For a small number of children who may need the provision, material may be selected from an earlier or later Key Stage where this is necessary to enable individual pupils to progress and demonstrate achievement. Such material should be presented in contexts suitable to the age of the pupils concerned.

Activities are planned in such a way as to encourage full and active participation by all children irrespective of ability.

Care is to be taken to ensure that children with particular difficulties e.g. language or reading, have their individual needs met.

Foundation Stage

Working within the EYFS for the under fives, particularly knowledge and understanding of the world, the children will be encouraged to explore, investigate and actively participate in the learning experiences provided with particular focus on EY goals 15 and 16.

Equal Opportunities

There is a commitment to provide equal opportunities for all pupils. All Design and Technology is planned to try and ensure equal interest and involvement by both girls and boys. Multicultural education seeks to prepare pupils for life in a world where they live and work with people of different culture, religions, languages and ethnic origins. Design and Technology's role will help pupils to build an informed and balanced view of the world and their place within it.

Health and Safety Issues

When engaged in practical tasks, children will be expected to behave in a considerate and responsible manner and to show respect for other people and equipment. Children will be encouraged to think about and discuss the safety aspects of their activities. (All accidents, however slight, should be reported in the school's accident record book). Staff should be familiar with the 'Make it Safe' H & S publication.

Parental Involvement

Encouraging parents to take an active part in the learning of their children is probably one of the most important ways of improving this learning. To this end we involve parents by encouraging children to go home and talk about their work, to encourage parents to help with any homework which may be set and enlisting their help in educational visits. The children are encouraged to use their parents and wider family as a resource.

D & T Resources

There is a technology trolley located in the storage cupboard just off the corridor to Badger class and additional resources in the school shed. Gardening tools are kept in the gardening shed.

Assessment, Recording and Reporting

Assessment of children's work is a continuous, ongoing process and pupil records and photographs of work are incorporated into children's topic books. Parents are informed about their children's progress whenever necessary and at least annually in the yearly report and at Parent's Evening. Children's progress in DT is closely monitored and recorded using the school's foundation subject assessment system. Children not making progress are identified and work is differentiated appropriately.

Class 2 homework books offer opportunities for DT skills to be developed at home with parental involvement and support.

Behaviour and Discipline

Behaviour and discipline in Design and Technology lessons is particularly important due to the practical nature of this subject. The school's behaviour policy will guide teachers during these lessons.

Marking

Thorough and ongoing evaluation of the children's work has several beneficial effects. For the children it is motivating to know that their work will be valued, and for them to get some feedback as to its strengths and weaknesses. Teachers are asked to make time available for children to respond to the comments in their written work - this will usually be linked to their designs and evaluations. For the teacher it is a chance to communicate directly with the children on an individual basis.

Homework

Children will be expected to do small amounts of work at home as and when required. These are given at the start of term and linked directly to the topic covered.

Display

Children derive much pleasure and benefit by having their work displayed. When possible, samples of work will be displayed within the classroom or on other display boards throughout the school.

Rushton is a dyslexia friendly school

As a dyslexia friendly school, we will provide quality teaching, differentiated as needed.

We will identify and respond to unexpected difficulties, actively working to include all pupils so they can achieve in all areas of learning.

We feel that more children are successful when taught using dyslexia friendly teaching methods. By teaching in this way, we aim to make our teaching and learning fully accessible to all children. We will try to discover how the child learns best and use a variety of multi-sensory activities including practical activities and ICT, using eyes, ears, speech, fingers, to stimulate learning.

We aim to enable children to use their strengths for learning while developing the areas they find more difficult.

Conclusion

This policy should have a positive effect on the teaching and learning of Design and Technology in the school by encouraging a consistent approach throughout the school.