



South Hiendley Primary School

DESIGN & TECHNOLOGY POLICY

Subject Leader: A. Webber

Date: September 2019

Next Review: September 2020

1 Aims and objectives

The aim of Design & Technology (D&T) teaching at South Hiendley J, I & EY School is to ensure that children are exposed to a subject that is:

'inspiring, rigorous and practical. 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'. (The New National Curriculum 2014)

The aims of D&T in our school are:

- to develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.
- to 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.
- to critique, evaluate and test their ideas and products and the work of others.
- to understand and apply the principles of nutrition and learn how to cook.

2 Teaching and learning

At SHS, teachers use a variety of teaching and learning styles in our D&T lessons. Teaching may include a variety of these from the following:

- Encouraging an active, questioning approach among the pupils.
- Providing opportunities for the children to work both individually, with a partner and as part of a group.
- Problem solving, with older pupils deciding on their own lines of enquiry.
- Developing strategies to encourage independent learning.
- Focusing on key skills, concepts and attitudes of the subject.
- Time to reflect, review and evaluate.

3 D&T curriculum planning

Our teaching is based on National Curriculum Programmes of Study and The Cornerstones Scheme of Work. These Cornerstones Units have been incorporated into a long term plan that can be found at the end of this document.

We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit and we build planned progression into the scheme of work so that the children are increasingly challenged as they move up through the school.

3 Foundation Stage

The Foundation Stage follows the Statutory Framework for the EYFS and Development Matters in the EYFS. In the EYFS, elements of D&T are taught through Understanding of the World and Expressive Arts and Design.

4 Teaching history to children with special needs

At our school we teach D&T to all children, whatever their ability. D&T forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our D&T 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.

Children of all abilities can benefit from the study of D&T. Where children have special educational needs, these should be catered for by planning for differentiation. It may be necessary to seek further guidance from the SEN co-ordinator and other agencies.

Teachers should be aware of any physical disability that may affect a child's performance and make appropriate provision.

5 Assessment and recording

Individual class assessments and recording of achievements in D&T will be done in a variety of formats. This includes gathering evidence of what individual pupils know, understand and can do in history by observing them at work, listening to and discussing with them, and evaluating any work that they produce. On completion of a piece of work, the teacher marks the work and comments as necessary.

There is an annual report to parents which lets them know if their child is above, below or at expected attainment.

The D&T co-ordinator will review the teaching of the subject by looking at samples of books, by classroom observations during non-contact time, by talking to children and discussions with colleagues.

6 Resources

There are sufficient resources for all D&T teaching units in the school. As this is a small school most class teachers keep their resources for each topic in their rooms but there is some centrally held stock. The library contains a good supply of topic books, both fiction and non-fiction. There is software to

support children's individual research in the ICT room. Any teacher requiring help finding a support material should contact the co-ordinator.

7 Monitoring and review

Monitoring of the standards of children's work and the quality of teaching in D&T is the responsibility of the D&T co-ordinator. The work of the D&T co-ordinator also involves supporting colleagues in the teaching of D&T and being informed about current developments in the subject.

The D&T subject leader gives the headteacher an annual report in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. The D&T subject leader has specially-allocated time in which to fulfil this role by reviewing samples of children's work and visiting classes to observe teaching in the subject.