Design Technology Policy 2017

Our Mission Statement

In our school, we want to celebrate God's gift of life together; by inspiring, enhancing and developing tomorrow's talent, today!
We respect all; aiming to achieve and live our values.
A place to allow everyone to flourish.

SAFEGUARDING STATEMENT

Safeguarding and promoting the welfare of children is defined for the purpose of this guidance as:-

- Preventing children from maltreatment
- Preventing impairment of children's health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care and
- Taking action to enable all children to have the best outcomes.

PROMOTING BRITISH VALUES AT ST LEO'S AND SOUTHMEAD CATHOLIC PRIMARY SCHOOL SERVING THE COMMUNITY

At St Leo's and Southmead Primary School we aim to help, guide and prepare our children as future citizens. As our Mission Statement says, our school is "A place to allow everyone to flourish!" This statement permeates everything that we do in school and captures what British Values are about:-

- Democracy
- The Rule of Law
- Individual Liberty
- Mutual Respect
- Tolerance of those of different faiths and beliefs.

We grasp every opportunity throughout the school day to teach, model and show by examples all of the above. We have provided further information on our school website. We are proud of our school and are proud of the British Values that we live and learn about.

INTRODUCTION

This policy outlines the teaching, organisation and management of the Design and Technology taught and learnt at St Leo's and Southmead School. The school's policy for Design and Technology is based on the National Curriculum 2014 for Key Stages 1 and 2. The policy has been drawn up as a result of staff discussion and has the full agreement of the Governing Body. The implementation of this policy is the full responsibility of all the teaching staff.

SMSC statement – Design and Technology

Spiritual development Through the curriculum we deliver at both key stages, the pupils are taught how to investigate products, aesthetic and functional, past and present and examine how they affect the quality of our daily lives. They are encouraged to develop their thinking skills and explore the wider world around them, to reflect upon what they see and develop an open mind and use this inspiration and creativity when approaching their design work.

Moral development Pupils are faced with moral decisions through design, selecting materials and ways of manufacturing, covering key areas of needs of others, sustainability and environmental impact.

Social development Pupils are often asked to design and make products to meet the needs of other and value the feedback they receive; they must show mutual respect when working individually and collaboratively. Peer evaluation of designed and made items plays a big part in Design & Technology work. Pupils learn to articulate their thoughts and feelings about their own and others' work; they need to give and take criticism without offence.

Cultural development To think about how their ideas and products can impact on the world around them. Pupils are encouraged use the work of artists and designers from a wide range of cultures and historical contexts to influence and support the development of their work.

AIMS

The aims of teaching Design and Technology at St Leos are consistent and take account of the legal requirements of the National Curriculum 2014.
When teaching Design and Technology, we aim to:

- provide opportunities for children to experience designing, making and modifying and to develop their skills, knowledge and understanding of those processes
- develop their capability to create high-quality products through combining designing and making skills with knowledge and understanding
- nurture creativity and innovation through design and making
- develop an understanding of technological processes and products, their manufacture and their contribution to society
- enable children to work in a range of appropriate contexts (home, school, community, recreation, business, and industry), using a variety of materials, including card, textiles, construction materials and food

 promote positive attitudes towards, and enthusiasm for, Design and Technology work in school

 explore values and attitudes about the made world and how we live and work within it and to provide hands-on experience where the real world can be investigated, changed and perhaps improved

 encourage a healthy attitude to safety through following correct procedures when using tools and equipment

 follow the National Curriculum and ensure a well-balanced coverage of all aspects of Design and Technology

 develop children's Design and Technology capability through practical activities, where children are encouraged to discuss and analyse their work to justify the ideas, materials and techniques they have used to propose modifications and improvements.

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study for 2014.

TEACHING DESIGN AND TECHNOLOGY

Teaching Time

Design and Technology at St Leos and Southmead in Key Stages 1 and 2 is flexible as children are taught through block teaching, creative curriculum and themed weeks . Some topics have a strong focus on Design and Technology and others are more focussed on other subjects so the allocation is varied, but based on ensuring adequate coverage of National Curriculum programme of study 2014. There are also Design and Technology activities which are additional to the main topics. We aim to provide a range of experiences necessary to achieve a balanced programme for Design and Technology.
For more information on the teaching and planning of Design and Technology refer to the Curriculum Maps.

Class Organisation
Teachers plan the DT lessons for the year group. Lessons may be introduced in whole class teaching or individual groups.

A Typical Lesson Design and Technology lessons have no imposed formal structure but may contain the following elements:
Discussion: what children already know from experience, what they have learnt so far, what they will be finding out about next
Teaching: directly to the whole year group or class or through group or individual work
Practical tasks or investigative work: working in groups or individually, practising skills, finding out answers, being encouraged to think about problems realistically
Recording: writing about what they have found out, drawing diagrams, using the computer and other media to record (as above)
Communicating: sharing ideas, knowledge and what they have found out about with each other, the teacher, other classes and adults as appropriate

Out-of-class and homework optional
Design and Technology lessons will provide opportunities for the children to develop design and technological skills, knowledge and understanding according to the National

Curriculum. However, design and technology lessons are also a vehicle to motivate children to extend their learning beyond the classroom.
Although no regular homework is given in this area, teachers will, when appropriate, set a piece of formal homework and will always encourage children to find out information and practise Design and Technology skills out of school time. In addition, they will provide opportunities to share and value the children's efforts outside school, within future lessons.

Links between Design and Technology and other subjects
Design and Technology skills, knowledge and understanding have an impact within many subjects of the primary curriculum and opportunities will be sought to capitalise on these. This will allow children to begin to use and apply Design and Technology skills and knowledge in real contexts.

Environmental Education
The school environment will provide opportunities for work based on observations from first-hand experiences and the natural world and so Environmental Education forms an integral and important part of the Design and Technology curriculum.

SCHOOL AND CLASS ORGANISATION

How we cater for pupils who are more able
Where possible more able pupils will be challenged and motivated through differentiated work. Teachers will also use questions that allow the more able child to maintain their involvement in the lesson and demonstrate their knowledge and abilities. Gifted and Talent children in history are identified on the G&T register as co-ordinated by Mrs McGuinness.

How we cater for pupils with particular needs
Design and Technology lessons are appropriate for all children since the teacher will differentiate as necessary for those children with specific needs. Liaisons with the special needs coordinator will sometimes be necessary.

Pupils with special educational needs and individual education plans
Teachers will aim to include all children in the design and technology lessons. All children will benefit from aspects of the lessons, such as discussions, and other children communicating and sharing ideas. However, a pupil whose difficulties are severe or complex may need to be supported by a teaching assistant in addition to appropriately differentiated work set by the teacher.

How we work in the Foundation Stage
Design and Technology activities are planned in line with Curriculum Guidance for the Foundation Stage.

Resources
All specialised Design and Technology resources are kept in the DT cupboard in labelled boxes, cooker and cookery box are kept in the parents room. Teachers can take the resources relating to their work and return it clean and in good condition when they have finished, staff are encouraged to let the coordinator know when stock is low.

Health and Safety
In their planning of activities, teachers will anticipate likely safety issues. They will also

explain the reasons for safety measures and discuss any implications with the children. Children should always be encouraged to consider safety for themselves, others, the environment and the resources they use, when undertaking Design and Technology activities.

The following considerations are carried out to safeguard children from being put to unnecessary risk:

• all tools and practical equipment are kept in good condition stored safely and well organised
• appropriate cutting tools are introduced with care and children are supervised at all times
• care is taken when new items are purchased to ensure they are suitable for young children
• children are aware of the skills needed when handling materials

Computing

IT will be used in various ways to support teaching and learning. IT will involve the Computer. Ipads and other audio-visual aids. The interactive whiteboard (IWB) is a useful tool for delivering a range of teaching aids and can be used to support and enhance the learning of Design and Technology.
In addition, teachers may use some of the freely available resources on the internet which allow for effective teaching of Design and Technology.

Assessment

The learning objectives and outcomes in each planned lesson show how children might demonstrate what they have learnt. Assessment should inform planning so that children learn and develop key skills appropriate to their abilities and understanding. These assessments can inform annual reporting to parents. The assessments are recorded on Target Tracker and analysis is made of each class with additional information about SEN, pupil premium and gender. These are in the portfolio files.

Planning

The planning of Design and Technology remains the responsibility of the individual teacher, but teachers are expected to outline how and where Design and Technology fits into the curriculum of their year group according to statutory requirements. Samples of planning please refer to DT portfolios.

Monitoring and Evaluating

The coordinator regularly updates the Design and Technology evidence portfolio. In this folder there are photographs of children working and finished work. During a yearly subject monitoring timetable the coordinator will observe lessons, all of these lessons throughout the school will be formally observed.

MANAGEMENT OF DESIGN AND TECHNOLOGY

Role of the coordinator

- To be a role model and demonstrate good practice.
- Keep the written policy document and scheme of work up to date and evaluate the content and method.
- Encourage and support staff in the implementation of the agreed procedures and

closely monitor the progression of activities and consistency of approach across both year groups and Key Stages through lesson observation.

- Monitor planning on a half termly basis and submit analysis to head teacher.
- Arrange INSET as appropriate to meet the needs of individuals and the school.
- Purchase and organise all D&T resources, ensuring they are readily available and well maintained.
- Compile portfolios of children's work to evidence progression.
- Write Action Plan.
- To be aware of national and local developments through reading relevant materials and attending courses as appropriate.
- Work to achieve equality of opportunity throughout the school.

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