



Forton Primary School Design Technology Policy

The Purpose of this Document

This policy reflects the school's values and philosophy in relation to the teaching and learning of Design Technology. It sets out a framework within which teaching and non-teaching staff can operate and gives guidance on planning, teaching and assessment. The Policy should be read in conjunction with the Scheme of Work, which sets out the objectives which pupils in different year groups will be taught. This document is intended for all teaching staff and non-teaching staff with classroom responsibilities, School Governors, parents; inspection teams, L.E.A. advisors and interested others. Copies are provided to School Staff and the Governing Body. Other copies are kept in the School Office.

What are our aims in teaching Design Technology?

Design Technology is a foundation subject within the National Curriculum. Through the teaching of Design Technology we aim to:

- Prepare pupils to participate in rapidly changing technologies, for them to learn to think and intervene creatively to improve quality of life.
- Provide opportunities for all children to experience designing, making, modifying and evaluating, using a wide range of materials and tools.
- Provide all children with a broad and balanced education
- Encourage the development of imagination, original thought and personal expression;
- Provide pupils with the skills, concepts and knowledge necessary for them to develop their Design Technology capabilities to create products of a high quality, which are fit for their intended purpose, by combining their designing and making skills with knowledge and understanding.
- Involve them in practical activities that are relevant, challenging and motivating, including opportunities to investigate and evaluate products.
- Ensure knowledge and skills from other areas of the curriculum can be combined to enhance work in Technology e.g drawing, graphics, 3D work and designing from Art, measuring and spatial awareness from Mathematics, friction, forces and food hygiene from Science.
- Make Design Technology an enjoyable, practical, learning experience.

Planning the DT Curriculum

In order to achieve these aims, Design Technology needs to be planned in a way that makes the most efficient use of time and draws upon skills and knowledge from other curricular areas. Learning activities are sequenced to ensure progression and are taught through direct skills teaching as set out in the scheme of work. This provides pupils with real experiences through appropriate contexts and practical activities.

Design Technology is planned on an alternate half-termly basis, where planning is the responsibility of the Class Teacher together with help from the DT Co-ordinator. It is used to:

- Set clear achievable goals;
- Ensure work is matched to pupils' abilities, experience and interests;
- Ensure progression, continuity and subject coverage throughout the school;
- Provide criteria for assessment and evaluation of teaching and learning.

As the class teacher plans the teaching of DT, they should consider how the curriculum will be differentiated. Consideration should be given to:

- Pupil groupings, e.g. Ability or mixed ability groups; or group, paired or individual activities;
- Resources, e.g. Different equipment for different levels of ability;
- Pupil activity, e.g. Different group tasks, different pupil roles and responsibilities, different allocations of time and variations of pace within the lesson to meet the needs of different levels of ability;
- Other opportunities, e.g. Extra-curricular activities, club links and interest groups, for the development of excellence.
- Differentiation by task is achieved when pupils, who are pursuing the same part of the programmes of study, are given a range of different but related tasks according to their levels of ability.
- Differentiation by outcome is achieved by setting tasks which are suitable and appropriate for all the pupils' starting level and which allow the more able pupils to be challenged.
- Teachers' written curriculum plans will be monitored by the DT Co-ordinator, who will also provide support, where necessary.

Classroom Organisation and Teaching Style.

Within classes pupils are taught individually, in groups or as a class when appropriate. It is recognised that through group work co-operation, effective learning and understanding are promoted, but children may work individually or as a class to ensure differentiation, matching and assessment.

Whichever style is chosen the key issue is that the work should be matched to the children's ability.

A range of materials and equipment are made available for the children to choose to work in different areas.

It is important to supervise potentially dangerous activities, taking into account health and safety issues.

Time allocation.

It is recommended that 36 hours annually at both Key Stages 1 and 2 be used in order to address the Programmes of Study. The arrangement of these hours is the responsibility of the class teacher.

Resources

All classrooms have their own DT resources. There are extra resources on the shelves in the work area. The DT Co-ordinator is responsible for the maintenance and review of these resources.

DT work is carried out in classrooms, the work area and outdoors when appropriate. Nursery Nurses, Non Teaching Assistants and parents may all be involved in these activities.

The Role of the DT Co-ordinator

The role of the teacher co-ordinator is described in the relevant job descriptions, but includes assisting other staff, monitoring and evaluating the teaching and resources, and leading the curriculum review. Also, refer to the School Co-ordinator Policy

INSET

The needs of the school and the staff with regard to INSET are considered and planned for by the subject co-ordinators, the staff development co-ordinator, and in the process of drawing up the School Development Plan in which the headteacher will decide upon INSET priorities and their funding.

The need for INSET provision may be identified through the teacher's own recognition or as a result of appraisal, curriculum review, school development planning, job description review or inspection.

INSET may be provided by our own school staff, cluster group activities, Advisory Teachers or L.E.A. courses.

Special Educational Needs

Teaching Design Technology to pupils with Special Educational Needs should be an extension of existing good practice, the main features of which are the matching of tasks and resources to the needs and abilities of all pupils and make use of non-teaching assistants.

Wherever practicable, provision will be made for pupils with special educational needs, where it affects their ability to take part in Design Technology lessons. They may have sensory difficulties, physical difficulties, cognitive limitations, and/or emotional and behavioural disorders. It is the responsibility of the Class Teacher to ensure that any special equipment needed for a lesson is available to such children. If teachers require any special equipment, they must bring this to the attention of the DT Co-ordinator and the Special Needs Co-ordinator.

It is important to concentrate on pupils' abilities and needs. At times it may be appropriate to have the support of a Teaching Assistant to during Design Technology. If this is the case, it is preferable to have the Assistant working with a group of pupils which includes those who need the support. Some pupils may need reassurance and patience to help improve their confidence.

Equal Opportunities

It is the responsibility of all teachers and non-teaching staff to ensure that all pupils have access to the Design Technology curriculum irrespective of their gender, ability, including gifted pupils, ethnicity and social circumstance, and make the greatest progress possible.

Assessment and Record Keeping

Assessment, which includes formative and summative, is essential to ensure continuity, progression and achievement. Also, refer to the Whole School Assessment, Recording and Reporting Policy.

The co-ordinator will keep samples of children's work to show skill progression throughout the school.

Date approved by staff: 12/10/16

Date approved by Governors: Autumn 2016

Review date: 3 year review cycle