MEHRIA PRIMARY SCHOOL

Design and Technology Policy

Aims and Objectives

Design and technology prepares children to take part in the development of tomorrow's rapidly changing world. Creative thinking encourages children to make positive changes to their quality of life. The subject encourages children to become autonomous, creative and problem solvers, both as individuals and as part of a team. It enables them to identify needs and opportunities and to respond to developing ideas and eventually making products and systems. Through the study of design and technology they combine practical skills with an understanding of aesthetic, social and environmental issues, as well as functions and industrial practices. This allows them to reflect on and evaluate present and past design and technology, it uses and its impacts. Design and technology helps all children to become discriminating and informed consumers and potential innovators.

The aim of design and technology are:

- To develop imagination thinking in children and to enable them to talk about what they like and dislike when designing and making
- To enable children to talk about how things work and to draw and model their ideas
- To encourage children to select appropriate tools and techniques for making a product, whilst following safe procedures
- To explore attitudes towards the made world and how we live and work within it
- To develop an understanding of technological processes, products and their manufacture and contribution to society
- To foster enjoyment , satisfaction, and purpose in designing and making

Teaching and learning styles

Mehria Primary uses a variety of teaching and learning styles in design and technology lessons. The principal aim is to develop children's knowledge, skills and understanding in design and technology. Teachers ensure that the children apply their knowledge and understanding when developing ideas, planning and making products and evaluating them. We do this through a mixture of whole class teaching, group and individual activities. Within lessons, we give children the opportunity both to work on their own and collaborate with others. They have the opportunity to use a wide range of materials and resources including ICT.

In all classes there are children of different abilities. We recognize this and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:-

- Setting common tasks that are open-ended and can have a variety of results
- Setting tasks of increasing difficulty where not all pupils complete all tasks
- Grouping children by ability and setting different tasks for each year group
- Providing a range of challenges through provision of different resources
- Using additional adults to support the work of individual children or small groups

Design and Technology curriculum planning

Design and technology is a foundation subject in the national curriculum. At Mehria Primary we use the QCA schemes of work as the basis for our curriculum planning. We have adapted the national scheme of work as the basis for our curriculum planning. We have adapted the national scheme of work to the local circumstances of our school in that we use the local environment as the starting point of our work.

We carry out the curriculum planning in design and technology in three phases; long term, medium term and short term. The long term plan maps out the units covered in each term during the key stage. The design and technology coordinator works this out in conjunction with teaching colleagues in each year group.

The medium term plan which we have adapted from the QCA scheme give details of each unit of work and ensure an appropriate balance and distribution of work across each term.

Class teachers complete a weekly plan for all foundation subjects and on this the design and technology lessons are shown. These list the specific learning objectives for each lesson and show brief details of how the lessons are to be taught. These plans can be discussed by the class teacher and coordinator on an informal basis.

We plan activities in design and technology so that they build upon the prior learning of the children. We give children of all abilities the opportunity to develop skills, knowledge and understanding and we also build planned progression into the scheme of work so that the pupils are increasingly challenged as they move through the school.

Teaching Design and Technology to children with special needs

At Mehria Primary we teach design and technology to all children whatever their ability. Design and Technology forms part of the school curriculum policy to provide a broad and balanced education to all pupils. Through our design and technology teaching we provide learning opportunities that enable all pupils to progress. We do this by setting suitable learning challenges and responding to
each child's different needs. Teachers will also take into account the targets set for individual children.

When progress falls significantly outside the expected range, the child may have special needs. Our assessment process looks at a range of factors

- Classroom organization, teaching materials, teaching styles and differentiation
- So that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs

We enable that teachers also plan appropriately to match the learning needs of our gifted and talented pupils. The needs of these pupils will be met by teachers setting suitable learning challenges.

Assessment and Recording

Teachers assess children's work in design and technology by making assessments as they observe them during lessons. They record the progress that children make by assessing the children's work against the learning objectives for their lessons. At the end of the unit, teachers make a judgment against the National Curriculum statements. Teachers then use the results that they record to plan future work of each child and to make annual assessment of progress of each child. Each teacher passes this information to the next teacher at the end of the year.

The design and technology coordinator keeps evidence of the children's work in a portfolio. This demonstrates what the expected level of achievement is in design and technology in each year of the school.

Resources

Mehria Primary has a wide range of resources to support the teaching of design and technology across the school. Classrooms have a range of basic resources with the more specialised equipment kept in the design and technology store.

Health and Safety

The general teaching requirement for health and safety applies in this subject. We teach children how to follow proper procedures for food safety and hygiene. We teach children that certain children are allergic to various foods therefore class teachers should exercise vigilant supervision to these children during any food technology lessons. When working with tools and equipment pupils should be taught about hazards, risks and control. All equipment should be stored away safely and returned to its correct storage space after use.

Monitoring and Review

The monitoring of the standards of children's work and quality of teaching in design and technology is the responsibility of the design and technology coordinator. The work of the coordinator also involves supporting colleagues in the teaching of design and technology, being informed about current developments in the subject and providing strategic lead and direction for the subject in the

school. The design and technology coordinator gives the head teacher an annual report in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. The design and technology coordinator has specifically-allocated, regular management time in order to review evidence of the children's work and undertake lesson observations of design and technology teaching across the school.

Review: June 2021

This policy will be reviewed every two years or in light of changes to legal requirements.

Adopted in June 2021

Review Date Summer

2023