



Hoole St. Michael Church of England Primary School

Design Technology Policy

Member of staff responsible: J Price

Date policy written: January 2020

Date to be reviewed: January 2023

Mission Statement

Christ's love is in everything we do at Hoole St Michael. Our creative and high-reaching Church of England Primary School is safe, loving and supportive. We encourage the building of good relationships and friendship through respect, tolerance and understanding. Within our Christian family, where parents are our partners in all aspects of school life, we aim to inspire a love for learning within each and every child.

1. Aims and objectives

- To understand food and nutrition and have opportunities to learn to cook.
- To ensure that, working in fields such as materials (including textiles), horticulture, electricals and electronics, construction, and mechanics, they develop valuable practical skills and use these safely with a range of resistant and non-resistant materials, drawing media, tools and equipment, in both 2-D and 3-D.
- To design and make well-crafted products that are fit for purpose.
- To develop and use a range of common practical skills, in contexts such as mechanical, diagnostic and repair tasks.
- To understand and, where appropriate, use the design cycle of planning, developing prototypes, modifying, making and evaluating.
- To know about good design, everyday products and use correct technical terminology.
- To investigate the rich history of design and technological innovation in Britain and further afield, from the Industrial Revolution onwards, as well as current innovations.

2. Teaching and learning style

Through creativity and innovation, design and technology continue to shape our lives. Using an activity-focused approach, a high-quality design and technology education should give pupils opportunities to create, innovate, design, make and evaluate a variety of well-crafted products. Pupils should be taught the technical skills and craftsmanship to execute practical tasks, thereby developing confidence in using these skills.

3. Design Technology curriculum planning

We use the National Curriculum 2014 for Design Technology as the basis for our curriculum planning in Design Technology, but we have adapted this to the local context by building on the successful units of work already in place. 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.

We carry out curriculum planning in Design Technology in three phases (long-term, medium-term and short-term). The long-term plan maps the Design Technology topics studied in each term during each key stage and the children study Design Technology topics in conjunction with other subjects, especially at Key Stage 1. We will teach the knowledge, skills and understanding set out in the National Curriculum 2014 through the corresponding programme of study.

As the basis for our medium-term plans, we provide details for each project. Because we have mixed-age classes, we carry out the medium-term planning on a two-year rotation cycle. By so doing, we ensure that children have complete coverage of the National Curriculum, but do not have to repeat topics.

The class teacher writes an outline for each Design Technology lesson (short-term plans). These list the specific learning objectives of each lesson.

4. Foundation Stage

We teach Design Technology in reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the Design Technology side of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. Design Technology makes a significant contribution to the ELG objectives of developing a child's knowledge and understanding of the world.

5. The contribution of Design Technology to other subjects

English

Design Technology contributes significantly to the teaching of English in our school by actively promoting the skills of: reading, writing, speaking and listening. Some of the texts that we use in Literacy lessons, such as Instruction texts, also support the children's learning in Design Technology. Children develop oracy through discussing design technology questions or presenting their findings to the rest of the class. They develop their writing ability by composing texts and through using writing frames. They can also utilise opportunities to practise design and technology skills when publishing their work. For example, they design and make a book including pages that incorporate moving parts, including linkages and levers.

Mathematics

Design Technology teaching contributes to the teaching of mathematics in a variety of ways. Children learn to interpret information presented in graphical or diagrammatic form, for example they study the impact of a healthy diet by analysing population statistics.

Computing

We use computing in Design Technology teaching where appropriate and we meet the statutory requirement for children to use computing as part of their work in Design Technology at Key Stage 2. Children use computing in Design Technology to enhance their

skills in data handling and in presenting written work, and they research information using the Internet. Children have the opportunity to use the digital camera to record and use photographic images and they communicate with other children in other schools and countries by using e-mail.

Personal, social and health education (PSHE) and citizenship

Design Technology contributes significantly to the teaching of personal, social, citizenship and health education. Children develop self-confidence by having opportunities to explain their views on a number of social questions such as the Change4Life healthy eating and lifestyle campaign in England and Wales.

6. Assessment and recording

We assess children's work in Design Technology by making informal judgements as we observe them during each Design Technology lesson. On completion of a piece of work, the teacher marks the work and comments as necessary. At the end of a unit of work, the teacher makes a summary judgement about the work of each pupil if they have yet to obtain, met or exceeded the unit objectives. We use this as a basis for assessing the progress of the child at the end of the year.

The Design Technology subject leader keeps samples of children's work in a portfolio. These demonstrate what the expected level of achievement is in Design Technology for each age group in the school.

7. Resources

There are sufficient resources for all Design Technology teaching units in the school. We keep these resources in a central store where there is a box of equipment for each unit of work. The library contains a good supply of topic books and software to support children's individual research.

8. Inclusion

At Hoole St Michael, we aim to:

- Provide for all children so that they achieve as highly as they can in Design Technology according to their individual abilities;
- Identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment;
- Identify able and gifted children and provide suitable learning challenges;
- Choose learning objectives which are related to the aspect on which the whole class is working.

If with appropriate access strategies and support a child cannot work towards the same learning objective as the rest of the class, we will track back to an earlier objective.

We will also consider whether a child has other priority needs that are central to their learning (for example a need to concentrate on some key skills) and plan accordingly.

9. Role of the Subject leader

The Subject Leader at Hoole St Michael (currently Mrs J Price) is responsible for improving the standards of teaching and learning in Design Technology:

The Subject Leader will:

- Monitor and evaluate Design Technology through lesson observations, pupil interviews, planning scrutiny and work scrutiny. This will follow the school monitoring timetable.
- Take the lead in policy development
- Audit and support colleagues in their CPD
- Purchase and organise resources
- Keep up to date with recent curricular Design Technology developments

10. The Governing Body

Reports are made to the governors on the progress of Design Technology provision.

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

CONCLUSION

The Design Technology Policy addresses the issues relating to equal opportunities, children with special educational needs, the health and safety of pupils and staff and teaching and learning by incorporating the principles, values, aims and objectives in the following school policies:

- Equal Opportunities
- Special Needs
- Health and Safety
- Teaching and Learning
- Gifted and Talented

This Design Technology policy will be reviewed by the Design Technology subject leader.

Date for next review of this document – January 2023

This policy was approved by the Governing Body on.....

Signed..... Date..... *(Chair of pupils and curriculum)*

Signed..... Date:..... *(Headteacher)*