Woodmancote School

Design and Technology Policy

Designated Member of Staff: R Dodwell

Aims

In keeping with the ethos of our school, we believe that every child is entitled to a broad and balanced Design and Technology curriculum, in order that they may understand the environment in which they live, and how the products they use and consume, are designed and made, preparing them for tomorrow's rapidly changing world. Design and Technology should promote creativity of thought and action through which pupils:-

- Develop the capability to design and make products of quality.
- Acquire appropriate knowledge, skills and understanding to apply this process.
- Become critical users and consumers who recognise the quality of products, and their potential to impact on society and the environment.
- Gain enjoyment, success, satisfaction and purpose in designing and making things.
- Develop imaginative thinking which enables them to effectively communicate about what they like and dislike when designing and making things.
- Plan, develop and make model design to test out ideas (e.g. make a prototype).
- Seek out information to support the realisation of their ideas.
- Select appropriate tools and techniques for making a product, whilst following safe procedures.
- Develop an understanding of technological processes and products, their manufacture and their contribution to our society.
- Evaluate their work, and that produced by others, and act on decisions made.
- Work confidently and independently as individuals, and as part of a team.

How Design and Technology is taught at Woodmancote

The school uses a variety of teaching and learning styles in Design and Technology lessons, with attention to construction materials, food and textiles. These consist of:-

- Focused practical tasks in which a skill is taught to the children, who then use it to make a product.
- Tasks in which a product is investigated by taking it apart to show how it is made e.g. a pop-up card, a moving toy.
- Design and make tasks which allow children to use the skills and knowledge they have acquired to design, make and evaluate a product.

In the **EYFS**, the children's early experiences include:

- asking questions about how things work;
- investigating and using a variety of construction kits, materials, tools and products;
- developing making skills and handling appropriate tools and construction material safely and with increasing control.

Links in all year groups are made, where possible, to other subjects in particular English, Maths, Science and ICT. Design and Technology is planned for and taught as part of a year group's topic e.g. Brunel in Year 1.

The contribution that Design and Technology makes to Spiritual, Moral, Social and Cultural Development:

The teaching of Design and Technology offers opportunities to support the social development of our children through the way in which we expect them to work with each other in lessons. Our groupings allow children to work together and give them the chance to discuss their ideas and feelings about their work and the work of others. Through their collaborative work across a range of activities and experiences in Design and Technology, the children develop a respect for the abilities of other children and a better understanding of themselves. Respect for the environment, other cultures and lifestyles are also promoted through lessons.

Teaching Design and Technology to children with Special Educational Needs (Inclusion):

Design and Technology is taught to all children, whatever their ability and individual needs. It implements the school curriculum policy of providing a broad and balanced education to all children. Through our teaching, we provide learning opportunities that enable all pupils to make good progress in Design and Technology. Strategies are implemented to support children with additional needs such as:

- setting common tasks that are opened ended and can have a variety of results;
- setting tasks of increasing difficulty where not all children complete all tasks;
- provide a range of challenges through the provision of different resources;
- using additional adults to support children with special educational needs or disabilities.

Teaching Design and Technology to children who are deemed to be Gifted and Talented

Teachers will plan for gifted and talented children, specifying strategies/activities suitable for specific learning styles, objectives and lessons, e.g. higher order questions etc. Those children identified should be given opportunity to fulfil their creative ability within the subject.

Health and Safety Considerations

The general teaching requirement for health and safety applies in this subject. Teachers must consider the appropriateness of the tools, materials and equipment that they will use in a lesson and ensure that all children and other adults in the classroom are properly briefed on how to use them correctly and safely. Teachers must consider the safety of the children and other adults in the classroom when using equipment such as the portable oven and properly brief children on the potential dangers i.e. burning. The oven should only be used by an adult and not by children. When cooking, children are taught about food safety and hygiene.

Resources

All materials and tools are kept in the Design and Technology cupboard. This area is accessible to children, but only with adult supervision at all times. It is the responsibility of each class teacher to collect resources for their lesson and return them after use.

Assessment and Recording (including specific advice about marking):

Evidence for assessments is gathered through discussion and observation of the pupils during lessons and by the child's recording of their activities e.g. planning, designing and evaluating. Photographing by teachers of practical activities is also used. Teachers make a judgement at the end of a project about the success of a child's understanding and the judgement is then entered into Target Tracker. If a child has begun to understand the

skills they are highlighted on Target Tracker as red and if they have a secure understanding they are highlighted as blue. When marking work, teachers will highlight success criteria in pink (children have achieved it) or green (children need more consolidation). Children will also be given verbal feedback on their success.

Monitoring and Evaluating this Subject Area:
Monitoring and evaluating this subject will be in line with our Monitoring and Evaluating Policy.

Safeguarding:
'We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:

- *The content of the curriculum.*
- *The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.*
- *The school behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.*
- *Liaison with other agencies that support the pupil such as social care, Child and Adult Mental Health Service, education welfare service and educational psychology service.*
- *Ensuring that, where a pupil who has a child protection plan leaves, their information is transferred to the new school immediately and that the child's social worker is informed.'*

Equal Opportunities:
'At Woodmancote we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life. Our belief is that by having a sense of Belonging, children will Aspire to Achieve all that they are capable of.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Woodmancote we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.'

The person or sub-committee responsible for writing/reviewing the policy is responsible for ensuring that it meets all necessary statutory requirements, official guidelines and is not in conflict with other policies. They must also ensure that it reflects the vision, values and aims of Woodmancote School

After review, proposed changes to the policy the relevant Governing body Committee or leadership group must be consulted for approval of the changes. Changes to governors'

policies must be approved at a full governors meeting. All other school policy changes must be approved at senior leadership level and then passed to the Teaching and Learning Committee for Governor approval.

Review:

This policy will be reviewed at 3 yearly intervals

The chair of governors and headteacher are responsible for the review.

Related Documents:

5.1 A Guide to the Law for School Governors: Community Schools February 2004

Date: February 2010
Signed……………………………………………………………………. Chair of Teaching and Learning
Reviewed: October 2013
Reviewed: January 2015

Policy Review
Date: February
Signed……………………………………………………………………. Chair of Teaching and Learning
Review: October 2013

Reviewed July 2006
Reviewed January 2010