West Rainton Primary School

Policy for
Design and Technology

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I have been the Design and Technology co-ordinator at West Rainton Primary School for 7 years. I am also the Art and Design co-ordinator, as well as sharing the role of Early Years Lead in our school.

Before becoming a primary teacher, I completed my Fine Art degree at Sunderland University. During my first year of my degree, I realised that I had a particular interest in sculpture, and found myself creating more and more 3D pieces of art. This led to my final degree show, which consisted of a range of large wooden and metal structures, many of which stood over 8 feet high. The challenge, when creating these pieces, was to ensure that the sculptures were sturdy and safe for the audience to walk around and touch. This, I believe, along with my passion for being creative, makes me particularly suitable for my role as Design and Technology co-ordinator.

Jennie McVicar

Throughout the coronavirus pandemic our school remained open to children of key workers and vulnerable pupils. These children continued to access the design and technology curriculum; albeit an adapted version. As for children who did not attend during this time, they were given access to the same curriculum through our adopted online teaching tool - Classdojo.

At the end of the academic year, all teaching staff worked together to ensure that any objectives that were not covered in sufficient detail, would be picked up in the next academic year.

Mission Statement for Design and Technology in the curriculum

Design and Technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking will also open a door to one of the greatest expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

Introduction

There are four main purposes to this policy:

- ✓ It establishes an entitlement for all pupils

- ✓ It establishes expectations for the standards to be achieved

- ✓ It builds on what pupils have learned previously and promotes continuity and coherence across the school

- ✓ It states the school's approaches to this subject in order to promote public, and particularly parents' and carers', understanding of the curriculum

Expectations

By the end of each Key Stage, pupils are expected to know, apply and understand matters, skills and processes specified in the relevant Programme of Study.

The aims of Design and Technology and how these contribute to the school's aims.
The school aims to:

- ✓ To develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.
- ✓ To build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- ✓ To critique, evaluate and test their ideas and products and the work of others.
- ✓ To understand and apply the principles of nutrition and learn how to cook a range of healthy foods.

Strategy for implementation - entitlement and curriculum provision

Design and Technology is a foundation subject of the National Curriculum and pupils undertake some Design and Technology on a rotating half term basis at both key stages. The work covered in Key Stage 1 builds on the Early Years Foundation Stage (EYFS). Pupils in Reception develop their knowledge, understanding and skills (within Expressive Arts and Design and Health & Self-Care) through both child initiated play activities and direct teaching from which the pupils undertake planned tasks.

Design and Technology is taught for a minimum of 1 hour a week (in both key stages) on a rotating half termly basis. Planning is in-line with the requirements of the National Curriculum 2014.

Teaching and learning

The teaching of Design and Technology offers opportunities to support the social development of our children through the way 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 own work and the work of others.

Through their collaborative and co-operative work across a range of activities and experiences in design and technology, the children develop respect for the abilities of other children and a better understanding of themselves. They also develop a respect for the environment, for their own health and safety and for that of others. They develop their cultural awareness and understanding, and they learn to appreciate the value of differences and similarities. A variety of experiences teaches them to appreciate that all people are equally important, and that the needs of individuals are not the same as the needs of groups.

Assessment and Recording

At the end of each unit individual pupil progress is assessed by their class teacher using Otrack. However pupils are also actively involved in evaluating their own work and thinking about possible improvements throughout each unit of work. In addition to this the actual work children produce also serves as a record of the achievement.

The Design and Technology subject leader is responsible for monitoring the standards of children's work and the quality and breadth of teaching. The subject leader supports colleagues in the teaching of Design and Technology by informing them of current developments in the subject and by providing resources and a strategic lead and direction for the subject in school.

The subject leader is also responsible for evaluating strengths and weaknesses in the subject and identifying areas for improvement and development. Subject Leader release time will enable them to fulfil their role, reviewing medium term plans, monitoring children's work (sketchbook/work scrutiny) and observing teaching in the subject.

Pupils with Special Needs and/or disabilites

Pupils with diverse learning needs are provided for through:

- ✓ Teachers planning for the pupils full participation.
- ✓ Setting high expectations.
- ✓ Providing opportunities for all pupils to achieve.
- ✓ Creating effective learning environments.
- ✓ Providing equality of opportunity through teaching approaches.
- ✓ Setting learning targets.
- ✓ Liaison with SENCO and the development and delivery of appropriate SEN support plans
- ✓ Liaison with outside agencies, e.g. psychological services.
- ✓ Appropriate intervention (As set out in the Code of Practice)
- ✓ Allowing pupils access to specialist equipment and approaches where necessary.
- ✓ Liaison with the adviser for gifted and talented pupils.
- ✓ More able pupils are planned for appropriately.
- ✓ This is supported by our equal opportunities policy.
- ✓ Continuous consultation with and involvement of parents.

Equal Opportunities

The teaching of Design and Technology in our school takes consideration of our equal opportunities policy and inclusion. We recognise children as individuals and base our teaching upon our knowledge of their specific needs. A range of teaching methods and resources allow children with a wide range of abilities to achieve their full potential.

Organisation

Design and Technology is taught as a discrete subject, only within the framework of cross curricular planning if appropriate.

Curriculum

Long term planning: During 1:1 discussions with individual class teachers, staff development days and online Teams meetings (summer term 2020), the Design and Technology leader created an updated curriculum map for this subject. This was completed using the Design and Technology National Curriculum Programme of study, KS1/2 'Plan It' scheme of work (Twinkl) and the curriculum guidance for the Foundation Stage. This approach is particularly important during years where there are mixed age classes, to ensure complete coverage of all objectives and to make sure that topics are not duplicated.

Medium term planning: This identifies within each unit or work; learning objectives, design and technology activities, assessment opportunities, the vocabulary to be taught and used, safety issues, how information and communications technology and resources should be used.

Learning Resources

Learning resources are also kept in the school resource area next to the staffroom.

The 'Plan It' scheme of work covers training the pupils in the safe and considerate use of equipment and materials. They are taught not to be careless and to use consumables efficiently.

The Learning Environment

Classrooms will often have displays of current Design and Technology units, including relevant vocabulary, in hand. Resources for the unit of work being covered should be appropriately accessible.

Safe practice

All teaching staff (as well as support staff) have completed a course on food hygiene (Food Safety Essentials - approved by RoSPA) , in order to ensure that all food preparation/cooking is completed safely.

In addition, safe practice must be promoted at all times. Teachers must also take into account all relevant Health and Safety issues. Teachers will carry out a risk assessment before each activity, considering their tools, materials and equipment being used. Before undertaking practical tasks, children should be taught to use tools correctly in order to ensure safety.

In addition, any out of school visits (see below) are organised through the Evolve online system, to ensure that all relevant health and safety procedures are adhered to. *Visits will be organised on a case to case basis, for the forseeable future, due to the ongoing pandemic.

Extra-curricular opportunities

From time to time teachers plan to undertake visits to places of architectural interest and invite visitors to the school in order to support the learning objectives for units of work where relevant.

Any out of school visits are organised through the Evolve online system, to ensure that all relevant health and safety procedures are adhered to.

Homework

No specific homework is set at either key stage for Design and Technology, although homework will be set on occasions where appropriate.

The Contribution of Design and Technology to other Aspects of the Curriculum

The teaching of English, Maths, Science and Computing is promoted strongly in Design and Technology as part of the school's drive to raise standards in core basic skill areas.

Leadership and management - Staff development and training opportunities

The head teacher discusses development needs so that the needs of individual members of staff are identified within the school's performance management programme. Staff attending training are expected to share the useful points with other relevant staff. EYFS, KS1 & KS2 teachers discuss needs with the Headteacher and design and technology co-ordinator to ensure that planned units of work are adequately resourced.

How the subject is monitored and evaluated

All teachers are responsible for monitoring standards using Otrack. This is overseen by the Design and Technology leader during leadership time (dates to be confirmed), as well as informally on a one to one basis within discussions between the subject coordinator and class teachers. The Design and Technology leader is also responsible for the implementation of the school's Design and Technology action plan.

Policy Review

This policy will be reviewed every two years in line with the school's policy review programme. The head teacher is responsible for reporting to the Governors' about the quality of its implementation and its impact on standards. In the light of this, policy amendments may be made.