

William Gilpin CE VA Primary School

Design and Technology Policy

1. Aims and Objectives

1.1 Design and technology prepares children to participate in tomorrow's rapidly changing technologies. The subject encourages children to become autonomous and creative problem solvers, both as individuals and as members of a team. It enables them to identify needs and opportunities and respond to them by developing a range of ideas and making products and systems. They combine practical skills with an understanding of aesthetics, social and environmental issues, functions and industrial practices. As they do so, they reflect on and evaluate present and past design and technology, its use and effects. Design and technology helps children to become discriminating and informed consumers and potential innovators.

1.2 Our aims are:

- To develop imaginative 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 develop an understanding of technological processes, products and their manufacture, and their contribution to our society.

2. Teaching and Learning

2.1 The school uses a variety of teaching and learning styles in design and technology lessons. Our aim is to develop the children's knowledge, skills and understanding in design and technology.

2.2 This should be achieved by:

- A mixture of whole-class teaching and individual/group activities.
- Staff ensuring that the act of investigating and making something includes exploring and developing ideas, and evaluating and developing work.

2.3 Effective teaching will:

- Need a planned approach to extend the learning activity as an integrated part of the curriculum.
- Give pupils a clear objective.
- Ensure that the children apply their knowledge and understanding when developing ideas, planning and making products and then evaluating them.
- Encourage children to critically evaluate existing products, their own work and that of others.
- Provide opportunities for children to work both on their own and collaboratively with others, listening to other children's ideas and treating these with respect.
- Provide children with the opportunity to use a wide range of materials and resources, including Information Communication Technology (ICT).

3. Special Educational Needs

3.1 In line with the school ethos of full inclusion, children with Special Educational Needs have equal access to all areas of the curriculum. Through our teaching we provide

learning opportunities that enable all pupils to make progress. We do this by setting learning challenges and responding to each child's different needs.

4. Differentiation

4.1 Differentiation is achieved through differentiated activities and differentiated learning outcomes.

5. Assessment and recording

5.1 Children's work in design and technology is assessed through observation whilst they are working during lessons. Staff may note the progress made by children against the learning objectives for their lessons. But most of these observations will not be formally recorded. The teacher makes an annual assessment of progress for each child, as part of the child's annual report to parents.

6. Equal Opportunities

6.1 All the children at our school will be given equal access to a broad and balanced design and technology curriculum with the opportunity to develop design and technology skills through a variety of tasks and use of resources.

7. Monitoring and Review

7.1 Monitoring of the standards of children's work and of the quality of teaching in design and technology is the responsibility of the design and technology subject leader and the Headteacher.

This policy will be reviewed in the Spring Term of 2015 or in the light of any significant developments.

Signed:

Date: