DESIGN AND TECHNOLOGY POLICY

Member of staff responsible	Kylie Cloke
Governor responsible	
Sub-Committee responsible	Performance & Standards
Date agreed with staff	4.1.16
Date discussed with pupils	-
Parent group discussions	-
Date agreed at Sub-Committee	13.1.16
Date approved at Governing Body	20.1.16
Frequency of policy review	3 yearly
Date next review due	Jan 16
Statutory Policy	
Review Level	

Document Version Control

Issue Number	Issue Date	Summary of changes
1.1	Jan 16	New policy

Purpose of study:

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.

Aims:

The national curriculum for design and technology aims to ensure that all pupils:
- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- 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
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook

Planning:

Long-term planning:-
Our design and technology scheme of work is based upon the requirements for design and technology set out by the Early Years Foundation Stage and the National Curriculum for Key Stages 1 and 2, and follows a three year rolling programme. It gives coherent and manageable teaching units for each year group and allows for curriculum continuity and progression in children's learning.

Medium-term planning:-
Medium-term plans are produced by individual class teachers with the support of the design and technology co-ordinator. These plans define the learning objectives and outcomes for each unit and suggest activities that will enable these to be achieved. The sequence of activities outlined promotes progression and ensure an appropriate balance and distribution of work across each term.

Links to other subjects:-

Design and Technology lessons may offer many cross curricular links and these can be identified within each class teacher's medium term planning. Specifically, design and technology can link with aspects of Science, History and Geography.

Assessment for Learning: -

Assessment data is collected three times a year to monitor attainment and progress in the two schools. A tracking spreadsheet, linked to the Learning Challenges Scheme of Work, is available for teachers to build an on-going record.

Teachers assess before, during and after teaching to inform planning. Lessons can then be adapted for individual or groups of children's needs.

Subject Leadership:

The coordination and planning of the design and technology curriculum are the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments in design and technology, and by providing a strategic lead and direction for this subject;
- give feedback to staff from courses related to design and technology;
- order resources and stock linked to planned units of work;
- distribute details of design and technology competitions to the relevant teachers
- gives the head teacher & governors an annual summary report in which she evaluates the strengths and weaknesses in design and technology, and indicates areas for further improvement;
- uses specially allocated regular management time to review evidence of the children's work, and to observe design and technology lessons across the school.

Resources: -

There are sufficient resources for all design and technology teaching units in the school. We keep these resources in a central store in Puffins classroom at Siddington and the stock cupboard at Kemble. The library contains a good supply of topic books and software to support children's individual research.