Design and Technology Policy

Mission Statement

As one family working together
to be the best that we can be,
we live, love and learn with Jesus.

Introduction

At St Augustine's Catholic Primary School we acknowledge the powerful effect and importance of Technology in people's lives.
By providing an appropriate, varied and broad range of Design and Technology activities we aim to develop children's confidence and ability in designing and making.
Design and Technology prepares children to take part in the development of tomorrow's rapidly changing world. Creative thinking encourages children to make positive changes to their quality of life.

Aims And Objectives

The aims of Design and Technology at St Augustine's are:

- To develop imaginative thinking in children and to enable them to talk about what they like and dislike in 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 project, whilst following safe procedures
- To explore attitudes towards the made world and how we live and work within it
- To develop an understanding of technological processes, products, and their manufacturer and their contribution to our society
- To foster enjoyment, satisfaction and purpose in design and making

The objectives of Design and Technology at St Augustine's are:

- To identify and investigate real needs which may be solved through creative Design and Technology activities
- To make decisions about appropriate solutions to a particular situation
- To develop and explore ideas
- To present chosen ideas in a written/ graphical/ modelled form
- To plan a course of action
- To make and/or modify their chosen solution
- Evaluate their own work
- Evaluate the work of other people
- Use a range of communication skills

Teaching And Learning Style

The school uses a variety of teaching and learning styles in Design and Technology lessons. The principle aim is to develop children's knowledge skills and understanding in Design and Technology. Teachers ensure that the children apply their knowledge and understanding while developing ideas, planning and making products and then evaluating them. We do this through a mixture of whole class teaching and individual/group activities. Within lessons, we give children opportunity both to work on their own and collaborate with others, listening to other children's ideas and treating them with respect. Children critically evaluate existing products, their own work and that others. They have the opportunity to use a wide rage of materials and resources including ICT.

In all classes there are children of differing abilities. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- Setting common tasks that are open ended and can have a variety of results.
- Setting tasks of increasing difficulty where not all children complete all tasks.
- Grouping children by ability and setting different tasks for each group.
- Providing a range of challenges through the provision of different resources.
- Using additional adults to support the work of some children or of certain groups.

Design and Technology Curriculum Planning

Design and Technology is a foundation subject in the National Curriculum. Our school uses the National Scheme of Work as the basis for our curriculum planning in Design and Technology. We have adapted the national scheme to the local circumstances of our school in that we use the local environment for our starting point for aspects of our work.
Curriculum Planning takes into account the School Improvement Plan.

We carry out the curriculum planning in Design and Technology in three phases: long term, medium term and short term. The long term plan maps out the units covered in each term through the key stage.

Our medium term plans, give details of each unit of work for each term. They identify learning objectives and outcomes for each unit, and ensure an appropriate balance and distribution of work across each term.

Class teachers complete a daily plan for each design and technology lesson. These list the specific learning objectives for each lesson and detail activities.
All planning is located centrally so that the good practise of all staff can be shared with colleagues.

We plan the activities in Design and Technology so that they build up on the prior learning of the children.

Whole school projects

To promote the profile of Design Technology we have maximised the effectiveness and efficiency of resources. Three members of our support staff have undergone unknown training to deliver additional whole school projects for Design Technology. This training is accompanied by investment in resources eg. Kiln. We have five major whole school projects per year which are linked to targets within the school improvement plan.

The Foundation Stage

Design Technology in the Foundation Stage forms part of the Early Years Curriculum under the area of Learning, Knowledge and Understanding of the World.
This area of learning enables children to develop the knowledge, skills and understanding they need to make sense of the world.
Children work through the Stepping Stones laid out in the Curriculum Guidance towards the Early Learning Goals, which most are expected to achieve by the end of the reception year.

English as an additional Language

At St Augustine's we encourage all our children to achieve the highest possible standards. We do this through taking account of each child's life experiences and needs. A number of our children have particular learning and assessment requirements, which are linked to their progress in learning English as an additional language.
When delivering the Design and Technology curriculum we ensure to meet the full range of needs of those children who are learning English as an additional language. This is in line with the requirements of the Race Relations Act 1976 and our equal opportunities policy.
The Design and Technology curriculum can create different language demands which we identify and address. (see the EAL policy)

Special Educational Needs

We teach Design and Technology to all children, through a variety of strategies as appropriate to the individual a both ends of the spectrum. Design and Technology also forms part of our school curriculum policy to provide a broad and balanced education to all children.

Equal Opportunities.

In line with school policy, all children have access to the whole curriculum regardless of ability.

Assessments

Children are assessed regularly through using a variety of strategies: informal and formal observation, peer group assessments etc.
Please refer to appendix (Assessment techniques).

Resources

Please refer to appendix (audit lists)

Monitoring/ Review/ Evaluation

Half-termly assessments are submitted to subject co-ordinators reflecting on identified learning objectives. Evidence is collected through submissions of children's work for a portfolio, classroom observations by co-ordinators, team-teaching, book trails, feedback to staff, moderation.
Class/year group and individual targets are set regularly and aspired to within set time scales.
The School Improvement Plan is at the forefront of our priorities in moving forward.

Contribution of Design and technology in other curriculum areas.

English

Design and technology contributes to the teaching of English in our school by providing valuable opportunities to reinforce what the children have been doing during their English lesson. The evaluation of products requires children to articulate their ideas and to compare and contrast their views with those of other people. Through discussion children learn to justify their own views and clarify their design ideas.

Information And Communication Technology (ICT)

We use ICT to support design and technology teaching when appropriate. Children use software to enhance their skills in design and making, and to model ideas. They use database to provide a range of information sources and CD-ROM's to gain access to a range of images of people and their environments. The children also use ICT to collect information and to present their designs.

Personal, Social And Health Education (PSHE) And Citizenship

Design and technology contributes to the teaching of Personal, Social and Health Education (PSHE) and Citizenship. We encourage the children to develop a sense of responsibility in following safe procedures and making things. They also learn about health and healthy diets. Their work encourages them to be responsible and to set targets to meet deadlines and also to learn through their understanding of personal hygiene.

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 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, the children develop respect for the abilities of other children and a better understanding of themselves. The also develop a respect for their 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.

MONITORING AND EVALUATION

This policy will be reviewed annually by staff and governors or earlier if local or national directives are received.