



Kirkstall St Stephen's

Design Technology

Policy

February 2020

This school is committed to safeguarding and promoting the wellbeing of all children and expects our staff and volunteers to share this commitment.

Kirkstall St Stephen's Primary School
Design Technology Policy

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KSS School Mission Statement

We are cherished, we are challenged, we are children of God.

Our Vision

We are cherished – we aim to create a caring environment where all children and staff feel welcome, valued, supported and respected. We are challenged- through a stimulating and challenging learning environment, where achievements are recognised but it is also safe to fail, increasing our resilience. We are children of God – we recognise the value of each and every individual, encouraging everyone’s unique spiritual development and potential.

Our Ethos Statement

Our school ethos is represented by the KSS Values Tree; showing children’s growth as a tree planted firmly into God’s sustaining love and rooted in our school values of trust, justice, perseverance, respect, thankfulness and forgiveness.

This is based on Psalm 1:3: “They are like trees that grow beside a stream, that bear fruit at the right time, and whose leaves do not dry up. They succeed in everything they do. “

Rationale

Design and technology prepares pupils to participate in tomorrow’s rapidly changing technologies. They learn to think and intervene creatively to improve the quality of life. The subject calls for pupils to become autonomous and creative problem solvers both as individuals and as members of a team. They must look for needs, wants and opportunities, responding to them by developing a range of design ideas for making products and systems. In their designing and making, pupils combine practical skills with an understanding of aesthetics, social and environmental issues, function and industrial practices. As they do so, they reflect on, learn from and evaluate present and past design and technology, its uses and effects. Through design and technology, all pupils can develop innovation and become discriminating and informed consumers of products.

Objectives

At Kirkstall St Stephen’s we have created a learning culture throughout school and into the wider community because we recognise how different factors interact to create supportive conditions for learning. We will ensure that the children fulfil the requirements of the National Curriculum and that they aim to;

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- develop communication, problem solving, reasoning and social skills
- increase motivation and independence
- develop creative thinking, self-awareness and empathy
- be engaged and motivated
- think imaginatively about their work and talk about their likes and dislikes when designing and making
- think about the needs of the product user and design to meet these needs
- work with a range of products and tools in creative problem solving
- select and use tools and materials with accuracy and with consideration to health and safety
- evaluate their work and make decisions on how it could be improved
- apply knowledge from other areas of the curriculum
- relate their work to their own environment both at home and in the wider community
- respond to new developments in design and in new technologies
- recognise the relevance of what they are doing and know what outcome is intended
- identify the physical space required and the necessary materials to carry out the task
- work with others or on their own depending on the task
- be guided, taught or helped in appropriate ways at appropriate times
- practice and apply their learning in both familiar and new contexts
- persevere when learning is hard and manage their emotions when things are not going well

Equal Opportunities

Design Technology will be taught using the principles of equality, as it is the philosophy of the school that this leads to good teaching.

We believe that it is our responsibility to encourage equal opportunity in all areas of Design Technology. We look for opportunities to extend learning beyond the classroom as much as possible for all pupils.

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Every opportunity will be taken to encourage **all** children to consider themselves and other people as individuals not categories with shared goals, attributes and abilities.

All pupils will be given equal opportunity to fulfil their potential within Design Technology regardless of ethnicity, culture, class, sex and gender and special needs (ability and disability).

Special Educational Needs

When teaching this subject, we ensure that we provide learning opportunities matched to the needs of the children with learning difficulties. We also take into account the targets set for individual children in their Individual Education Plans (IEPs).

Children with special educational needs will be included in all Design Technology activities. All children will be encouraged to participate as fully as possible and lessons will be taught using the principles of equality so that individuals regardless of their ability or disability can participate and achieve.

Children working at greater depth will be identified and will be provided with differentiated tasks and challenges in order to test their skills and enable them to fulfil their potential in this subject.

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Provision

All children are given clear, differentiated learning objectives and success criteria which are based on key skills in Design Technology. They evaluate their work and build a learning dialogue which helps to accelerate progress.

Through training and guidance, we maximize the effectiveness of Teaching Assistants in order to accelerate the progress of the children. They work with groups and individual children and are able to familiarise themselves with planned learning for the lessons.

Assessment and reporting

The prime purpose of assessment is to identify what each pupil can do in order to plan the next stage in learning and so enable a child to progress at his/her optimum rate. Consequently, ongoing assessment should be included in planning for Design Technology and should be a natural part of every lesson.

Teachers continuously assess children's performance through observation of work, questioning and discussion. This assessment is linked to learning objectives and key skills for units of work.

Parents will be kept informed of their child's progress by;

- Receiving reports in which progress and achievements are stated.
- Being invited to attend parent's evenings where targets and progress are discussed
- Attending class assemblies
- Encouraged to be involved in their children's home learning through creative homework.

Cross Curricular Links

In Design Technology, cross curricular links will be made naturally and without being contrived. Opportunities include:

- exploration and appreciation of the immediate environment
- globalization, sustainability and enterprise
- communication through exploring and recording ideas, discussing starting points and writing evaluations of their products
- application of number through understanding and using data, shape and space and measurements.

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- application of artistic and creative skills in the design and making process
- using the internet and computer software to investigate and design
- working with others through collaboration on projects, negotiating ideas, tasks and evaluations
- problem solving – manipulating, responding, experimenting, adapting their thinking, ideas, feelings and meanings
- leading their own learning – discussion and critically questioning visual and other information including starting points, evaluating and planning ways to develop their work further.

Resources

Teachers will provide a range of good quality materials, tools and equipment. At both Key Stages, pupils use a range of materials including ICT software, textiles, flexible sheet materials, food, electrical and mechanical components. Design Technology resources are stored in the Teachers work room and the general storeroom. The portable oven trolley is stored in the room at the back of the Year 2 classroom. Teachers will control and monitor the use of resources during their lessons, but where possible and appropriate will encourage the children to be independent in the choice and management of the resources.

The Subject Leader will ensure that all equipment is kept in good condition and is ready for use at all times. To assist in this, teachers are responsible for alerting the Design Technology Subject Leader to any problems with resources so that they can be remedied quickly.

The Subject Leader will take an annual inventory and use this to update and replace resources when ordering stock. A long-term view of resources will be taken so that the budget can be spent wisely in building up resources to enable the school to offer a broad range of activities.

The Subject Leader will provide an updated resource list to all teaching staff.

When working with tools, equipment and materials, pupils are taught the appropriate health and safety procedures and understand the steps they should take to control risks. All staff should familiarise themselves with the school Health and Safety policy and the Additional Guidelines for Safe Practices in Design Technology in Appendix 1.

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Governors

The Governing Body is responsible for agreeing and adopting this policy.

- The Governors on the Teaching and Learning Committee will monitor the effectiveness of this policy in terms of raising pupil attainment.
- Staff and governors will ensure the policy is adhered to and revised as appropriate.
- The Governing Body Headteacher and the Deputy Headteacher will review the needs of the teaching and support staff and provide INSET via external courses and in school training. The needs of the school, pupils and the interests of staff will also be taken into account when planning INSET.
- They will also ensure there is effective allocation of resources and that the school premises support this policy.

Staff Responsibilities

The Subject Leader will:

- ensure all staff are aware of the National Curriculum requirements for Design Technology and are equipped in resources and ideas to deliver it
- give advice and support- practically and through the collation of resources for teachers to use
- manage and maintain resources
- monitor, evaluate, record and report the progress of Design Technology throughout the school
- arrange and take part in the review of the Design Technology policy
- be an exemplar by showing good practice in their own Design Technology lessons
- develop an informed and in-depth knowledge of the subject area, new initiatives, latest research, available teaching materials etc. that may help the school's Design Technology provision
- raise the awareness of the importance of Design Technology amongst staff, children and their parents
- help staff assess their training needs and make arrangements to address these.

Teachers will;

- ensure that each child receives their full entitlement to Design Technology and will follow the

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agreed policy. Design Technology is an essential part of the National Curriculum and should be accorded the same commitment as any other foundation subject by both teachers and pupils alike.

- update their own knowledge of the subject area
- be responsible for ensuring that there are sufficient design stimulus materials available. This should include a range of familiar products for product evaluation activities. All resources presented to the children should be of the highest quality possible and well maintained. This also involves:
 - returning resources and ensuring the careful storage
 - reporting damaged/ stolen equipment

Monitoring, evaluation and review

The Design Technology policy will be reviewed every two years. The Subject Leader will develop an annual Action Plan which is reviewed and updated continuously. These questions will be considered through Pupil Interviews and Work Scrutinies;

- Is the time allocation for Design Technology lessons correct in all classes?
- Is there a broad and balanced delivery of the curriculum?
- Do resources meet the needs of all learners?
- How much progress is being made by pupils of all abilities?
- What are the strengths and weaknesses of Design Technology in school?
- What are staff development needs?
- Is D.T. enjoyable at Kirkstall St. Stephen's?

J. Pickard February 2020

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