

VICARAGE PRIMARY SCHOOL



DT POLICY

Person responsible for the policy	Melissa Sadia
Date reviewed	Sept 2017
Date to be next reviewed	
Date ratified by the Governing Body	
Date to be reviewed by the Governing Body	

Signed by Chair of Governors:	Signed by Head Teacher :
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Vicarage Primary School



DT Policy

September 2017

Introduction:

Design and technology prepares children to take part in the development of tomorrow's rapidly changing world. Creative thinking enables children to make positive changes to their quality of life. DT encourages children to become autonomous and creative problem-solvers, both as individuals and as part of a team. It helps them to identify needs and opportunities and to respond by developing ideas, and eventually making products and systems. Through the study of design and technology, they combine practical skills with an understanding of aesthetic, social and environmental issues, as well as of functions and industrial practices. This allows them to reflect on and evaluate present and past design and technology, its uses and its impacts. Design and technology helps all children to become discriminating and informed consumers and potential innovators.

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Aims:

- 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

Objectives:

- To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
- To select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- To select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities
- To investigate and analyse a range of existing products
- To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- To understand how key events and individuals in design and technology have helped shape the world
- To apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- To understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- To understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- To apply their understanding of computing to program, monitor and control their products

Every Child Matters:

Every aspect of this policy takes into account and further enhances the rights and well-being of children and young people, as set out in the Every Child Matters Children Act 2004:

- Through DT, we will develop physical and mental health and emotional well-being.
- Children will have many opportunities to be educated, trained and then recreate the designs.
- Through designing, making and display children will be able to contribute to their society.
- It would be hoped that the children will thrive on the skills and accomplishments made through designing and making and gain from these experiences throughout their lives, enhancing social and economic well-being.

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Provision:

Through enjoyment and mutual respect, we aim to create a community where all learners with support of others and by their own efforts, reach their potential.

Planning:

- Curriculum planning in DT is carried out in three stages (long-term, medium-term, and short-term). The planning takes into account the National Curriculum, Early Year Foundation Stage curriculum.
- DT is planned for using key skills from the Vicarage curriculum in hooks for learning.

Role of DT Co-ordinator:

The role of the subject leader is to:

- Advise and support staff in planning, teaching and learning of DT.
- Monitor teacher's planning as part of on-going subject monitor and evaluation of practice.
- Use feedback from monitoring to develop an action plan for DT.
- Audit and identify, purchase and organise all DT resources, ensure they are readily available and well maintained.
- Document and review DT policy and schemes of work.
- Compile evidence of children's work to show evidence of progression and examples of good practice for staff to refer to, including displays around the school.
- Keep up to date on the use of DT in the curriculum.
- Promote DT throughout the school, such as educational trips, workshops and cross linking with other subjects.

Cross Curricular Theme:

The teaching of DT reinforces and enhances the knowledge required in other curriculum areas. There will be occasions when it is possible to relate DT to other areas of the National Curriculum. It will be the teacher's responsibility to bridge other areas of the curriculum to DT. The scheme of work shows how some other curricular areas can be linked with DT such as Art, History or Science. It will be teacher's choice to which topic of work they would like to incorporate DT with.

ICT:

- Computers are available within the school, which have appropriate software to support the teaching of DT.
- Computers have access to the internet to give further support.
- Children can use Internet to find out more about the lives and works famous designers, chefs and architects.

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Delivery:

- We recognise that there are specific skills in areas of design and technology, which are taught during discreet lessons and each specific DT area has an individual policy.
- The skills, which are taught, are then used, developed and enhanced through cross curricular work in hooks for learning.
- Opportunities will be provided for all, extending gifted and talented pupils and teaching and developing basic skills to others.
- Provision will be differentiated appropriately by outcome, task, resources and support.
- Pupils will work individually, in groups, as a whole class, whole school and across the key stages.
- Extra curricular opportunities in all forms will be provided where possible.
- Opportunities will be developed for partnerships with designers and organisations and for showcasing designs in the school to pupils, parents, visitors, other schools and outside agencies.
- Opportunities for celebration of DT through open evenings, whole school displays, class assemblies and annual productions.

Assessment:

- Work will be assessed against National Curriculum attainment targets.
- Work will be assessed through displays, assemblies, report writing and productions.
- Through moderation of children's work by the co-ordinators and SMT.
- Through asking children of their views and have evidence to evaluate their work through their skills and final outcome.
- Designing and making processes will be recorded using digital cameras, audio and video recordings.
- Children will be given opportunities to review, evaluate and comment on their own and others' work, as a way of them assessing their own progression and success.

Outside Organisations:

To support and enrich the delivery and provision of DT, opportunities are provided:

- To visit galleries, structures and museums.
- For visiting experts, organisations and agencies to provide fresh expertise and skills.

Extra Curriculum Activities :

All children are encouraged to participate in extra-curricular learning. The school will ensure that there are different clubs available to develop their enjoyment of design and technology and improve their skills and levels of achievement.

Melissa Sadia – DT coordinator

CPD:

The school is committed to identifying, developing and continuing the training needs of all the staff in the design and technology curriculum. This is reflected in the school development plan and through the work.

Resources:

- Interactive white boards
- DT resources
- Adapted equipment for all abilities and ages

Health and Safety:

Care is taken at all times to ensure children are taught how to use, recognise hazards and risk control and store tools and equipment safely. Refer to Health and Safety Policy.

Equal Opportunities:

We are committed to providing equal opportunities in all areas of DT, which ensures all children have equal access. Refer to Equal Opportunities Policy and Inclusion Policy.

Special Needs provision/ More able:

We need to recognise the need to tailor our approach to support children with special educational needs as well as those who are identified as gifted and talented

Staff Training:

Staff will be encouraged to attend courses to be updated on information and approaches to DT in order to help improve and monitor the teaching of DT. The co-ordinator will have access to support their role.

Also, staff Inset will be organised as appropriate.