

# *Design and Technology Policy*

## **Introduction**

Design and technology is taught in Key Stage 1 according to the National Curriculum guidelines. The school policy for Design and Technology has been discussed, by the whole staff, and it is their responsibility to implement the policy. It has been approved by the governing body and is monitored by the D.T. manager and the D.T. link governor.

## **The Importance of Design and Technology**

The purpose of teaching Design and Technology is to give children the opportunity to:

- Prepare to participate in tomorrow's rapidly changing technologies.
- Learn to think and intervene creatively to improve quality of life.
- Become autonomous and creative problem solvers, as individuals and members of a team.
- Look for needs, wants and opportunities and respond to them by developing a range of ideas and making products and systems.
- Learn how to combine practical skills with an understanding of aesthetics, social and environmental issues, function and industrial practices.
- Reflect on and evaluate present and past design and technology, its uses and effects.
- Become discriminating and informed users of products, and become innovators.

## **Foundation Stage**

Pupils in our Nursery and Reception classes follow the curriculum guidelines for the Foundation Stage. Design and Technology is part of the early learning goals for knowledge and understanding of the world.

## **Design and Technology in the National Curriculum**

During Key Stage 1 children will build on knowledge skills and understanding gained from activities based on valuable first-hand experiences provided in The Foundation Stage.

They:

- Learn how to think imaginatively and talk about what they like and dislike when designing and making.

## **All Saints C of E Infant School & Nursery Unit**

- Build on their early childhood experiences of investigating objects around them.
- Explore how familiar things work and talk about, draw and model their idea.
- Learn how to design and make safely.
- Begin to use ICT as part of their designing and making.

### **Organisation and Planning**

The National Curriculum provides the programme of study from which long, medium and short- term plans are written. The lessons generally provide opportunity for whole class teaching, followed by individual or group work.

Pupils are given opportunities to:

- Develop plan and communicate ideas.
- Work with tools, equipment, materials and components to make quality products.
- Evaluate processes and products.
- Investigate and work with a range of materials and mechanisms.

### **Long Term Plans**

A course of topic-based study has been planned by the subject manager in consultation with staff, based on the guidelines for D.T. in the National Curriculum.

### **Medium Term Plans**

The objectives and schemes of work developed from the long term plans are devised and reviewed by the D.T. manager with year group teachers. Many resources are consulted, including the QCA guidelines and DATA materials, in order to ensure coverage of the objectives set by the National Curriculum guidelines. These plans are completed half-termly in relation to topics set.

### **Short Term Plans**

Weekly plans are written, allowing for cross-curricular activities and differentiated work where necessary, following the objectives for the medium term plans. Activities for assessment are highlighted on these plans.

### **Mixed Age Classes**

Within any mixed age classes all children will work on the same topic, but at different levels, using appropriate objectives for their year group/ability. Classroom assistants work within the setting with focus year groups following clear objectives set by the classteacher.

# All Saints C of E Infant School & Nursery Unit

## Time Allocation

In the Foundation Stage D.T. experiences are usually planned for daily, with focussed and more formal teaching taking place as appropriate and according to topics.

In Key Stage 1, according to recommendations we aim to teach the required amount of Design and Technology each year. This may be done in weekly lessons through the term or as part of a cross-curricular topic over a shorter but more intense period of time.

## Teaching Strategies

Suitable learning opportunities are provided for each child in order to cater for their differing ability and experience. Teachers take specific action to respond to pupils' needs by:

- Creating effective learning opportunities.
- Securing their motivation and concentration.
- Providing equal opportunities.
- Using appropriate assessment.
- Implementing a variety of approaches, whole class, groups, pairs or individuals as appropriate.

## Assessment, Recording and Reporting

All assessment, recording and reporting are carried out in line with the current school policy. The purpose is to identify pupils' strengths and weaknesses, to ensure they are making appropriate progress and to set individual targets for future planning and learning. Methods used are:

- Informal jottings during sessions.
- Assessments linked to weekly, half-termly or termly learning objectives.
- Reporting back to parents on pupils' progress which takes place termly.

## Marking

Feedback to children about their work in Design and Technology is achieved through discussion, evaluation and effective marking. This is carried out in line with the school policy on marking and aims to be positive, constructive and immediate where practical in order to achieve potential.

# All Saints C of E Infant School & Nursery Unit

## **I.C.T.**

Children are given opportunities to apply and develop their use of I.C.T. capability through the use of I.C.T. tools to support their learning in Design and Technology.

Pupils will be taught to:

- Find out things from a variety of sources and select information
- Develop their ideas using I.C.T. tools to amend and refine their work and enhance its quality and accuracy
- Review, modify and evaluate their work, reflecting critically on its quality, as it progresses.

## **Equal Opportunities**

When planning teachers set high expectations and provide opportunities for all pupils to achieve, taking into account gender, disability, ethnicity, cultural and religious diversity and children with special needs.

## **S.E.N.**

Curriculum planning and assessment for pupils with special educational needs takes into account the type and extent of the difficulty experienced by the pupil. Needs will be met through greater differentiation of tasks, materials and teaching approach.

## **Resources**

The majority of resources are stored in the main consumables stock cupboard. Some other items such as woodwork materials and tools are stored in the garage outside.

## **Policy Review**

This policy will be reviewed during 2004.

T.M.Keeling

November 2001