

Review date: Spring 2012

This policy was adopted by Governors in June 2009 and will be reviewed either as necessary or every three years.

Design Technology Curriculum Policy – Brookhurst Primary School

The purpose of this document

This policy reflects the school values and philosophy in relation to the teaching of Design Technology. It sets out the framework within which teaching and non-teaching staff can operate and gives guidance on planning, teaching and assessment. The policy should be read in conjunction with the QCA Scheme of Work, which sets out in detail what pupils in different year groups will be taught. This document is intended for all teaching staff and non-teaching staff with classroom responsibilities, School Governors, parents, inspection teams, L.E.A. advisors and interested others. Copies are provided to School Staff and the Governing Body. Other copies are kept in the school office.

Why we teach Design Technology at Brookhurst Primary School

Design and Technology prepares pupils to participate in tomorrow's rapidly changing technologies. They learn to think and intervene creatively to improve quality of life. The subject enables them to become autonomous and creative problem solvers both individually and as members of a team. The subject presents opportunities to combine practical skills with an understanding of aesthetics, social and environmental issues, function and manufacturing techniques. Pupils reflect and evaluate present and past design in order to help them become informed consumers and innovators.

Our aims in teaching Design Technology

We aim to give pupils opportunities to

- ❑ develop the knowledge and skills to design and make products of good quality
- ❑ to recognise and to demonstrate creativity and innovation
- ❑ to convey ideas using ICT, drawings, notes, plans and models
- ❑ solve problems and identify needs
- ❑ investigate the technological and use their knowledge to discover how things work in their world
- ❑ select and use appropriate tools and materials safely
- ❑ evaluate their ideas and work at every stage
- ❑ evaluate the work of others including those from different cultures and periods of history.

How do pupils learn Design Technology?

Children explore and evaluate existing products, discussing design and materials used. Skills are taught through focused practical tasks and are incorporated into appropriate design-and-make projects.

Through identifying needs and problems, children create their own design opportunities. They also learn that it is possible to bring about purposeful change to the world. Children are encouraged to plan in a variety of ways and to record these plans either on paper or using ICT. We recognise that it is important to evaluate at each step of the process and encourage the children to see that amending a design is something positive which all designers do. We encourage children to be responsible in their designs and their safe use of tools and materials and foster a sense of pride in their finished work through careful display and through sharing their expertise.

Planning the Design Technology Curriculum

Planning is the responsibility of the Class Teacher together with help from the Design Technology Subject Leader. The QCA published guidance for Design Technology will form the basis for planning in KS1 and KS2 and is supported by the Focus Education Publishing, Leading your subject: Design Technology. Teachers are also encouraged to include their own ideas to promote creativity within the curriculum. The Early Years Foundation Stage Curriculum Guidance will inform planning for children in Foundation Stage.

Planning is used to:

- Set clear achievable goals
- Ensure work is matched to pupils' abilities, experience and interests
- Ensure progression, continuity and subject coverage throughout the school
- Provide criteria for assessment and evaluation of teaching and learning
- Provide real and meaningful experiences through which pupils can learn
- Ensure that risk assessment is carried out in line with the Health and Safety policy

As the Class Teacher plans the teaching of Design Technology, they will consider how the curriculum will be differentiated. Consideration will be given to:

- 1) Pupil groupings, e.g. ability or mixed ability groups; or group, paired or individual activities
- 2) Resources, e.g. different equipment for different levels of ability
- 3) Pupil activity, e.g. different group tasks, different pupil roles and responsibilities, different allocations of time and variation of pace within the lesson to meet the needs of different levels of ability

Differentiation is achieved:

- When pupils, who are pursuing the same part of the QCA Programmes of Study, are given a range of different but related tasks according to their level of ability.
- By setting tasks which are suitable and appropriate for all the pupils' starting levels and which allow the more able pupils to be challenged and those with SEN to achieve with confidence.

Teachers' written curriculum plans will be monitored by the Senior Leadership Team and the Design Technology Co-ordinator, who will also provide support where necessary. These should be completed half-termly and weekly in Foundation Stage and an overview with objectives completed termly, with more in depth plans completed weekly in KS1 and KS2.

The role of the Design Technology Co-ordinator

The Design Technology Co-ordinator is responsible for the development and monitoring of the Design Technology curriculum, where possible. He/she plans work with teachers and reviews and contributes to their planning. He/she is responsible for updating the School's Policy and Scheme of Work, and Subject Development Plan for the School Development Plan.

S/he assists staff by leading staff meetings; planning and leading in-service training activities; providing consultancy and advice, supporting staff in the classroom; specifying and ordering resources; co-ordinating staff requests for resources and monitoring and maintaining the condition and availability of resources.

In monitoring and evaluating s/he analyses pupils' access to the subject; reviews teachers' plans; observes classroom practice and monitors levels of achievement in the subject.

Resources

Most resources for teaching Design Technology are stored in the resources area; these include tools and materials and some publications. Other publications are held by the Design Technology Co-ordinator and are available to all staff.

Equal Opportunities

All children have the same access to Design Technology activities regardless of their gender, race or cultural background.

Special Educational Needs

In accordance with the School's Special Needs Policy children with special educational needs are included in all lessons.

Wherever practicable, provision will be made for pupils with special educational needs, where it affects their ability to take part in Design Technology lessons. They may have sensory difficulties, physical difficulties, cognitive limitations, and/or emotional and behavioural disorders. It is the responsibility of the Class Teacher to

ensure that any special equipment for a lesson is available to such children. If teachers need any special equipment they must bring this to the attention of the Design Technology Co-ordinator and the Special Needs Co-ordinator. The safety of all children is paramount and we ensure that access to equipment is appropriate with the individual child in mind. For further advice, teachers can seek advice from the SEN Co-ordinator and Design Technology Co-ordinator.

It is important to concentrate on pupils' abilities and needs, not on their disabilities. At times it may be appropriate to have the help of a Learning Support Assistant to assist with managing the learning of a particular child during Design Technology. If this is the case, it is often preferable to have the Assistant working with a group of pupils, which includes the child who needs the support. Everything will be done to avoid highlighting the disabilities of any particular child.

Pupils of below average attainment will need reassurance and patience to help improve their confidence.

Health and Safety

Class teachers take responsibility to plan safe activities for Design Technology with reference to the safety publications '**Make it Safe**' and '**Be Safe**'. When there is any doubt about the safety of an activity, class teachers must refer to the Design Technology Subject Leader who will make a risk assessment. This may involve discussions with the head teacher. His/her decision will be final. Pupils will wear appropriate protective clothing. Rules for the safe handling of foods will be observed for Food Technology activities.

Classroom organisation and Teaching Style

Within classes pupils are taught as a class, within a group and individually according to the learning task. A variety of appropriate teaching styles are utilised for each lesson. Children will be taught to plan and choose appropriate resources and tools for tasks and then to evaluate their work. Class teachers will ensure that these resources are available and managed safely in the classroom.

Assessment and Record Keeping

On going teacher assessment has always been an integral part of good practice. It is important to remember that the main reason for assessment is to enable the teacher to match the tasks set to the abilities and needs of the pupils as they progress. Class Teachers use the End of Key Stage Level Descriptions and the Assessment Opportunities from the QCA Scheme of Work for assessment purposes (see also Assessment Policy) Class sheets for recording this assessment are available in the Teachers folder on the school network. Records of Design Technology work in the form of photocopies, photographs, digital images and samples of a range of work are also kept by the Design Technology Co-ordinator.