



DESIGN TECHNOLOGY

Statement of Practice

'Together we explore, learn and grow'

1 Aims and objectives

1.1 Design Technology is an inspiring, rigorous and practical subject. It provides visual, tactile and sensory experiences and a special way of understanding and responding to the world by ensuring that pupil's design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. It enables children to communicate what they see, feel and think through the use of disciplines such as mathematics, science, engineering, computing and art. Children become involved in shaping their environments through Design Technology activities by the taking of risks, becoming resourceful, innovative, enterprising and capable citizens. They learn to make informed judgements and aesthetic and practical decisions through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world.

1.2 The national curriculum for design and technology aims to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- 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
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook

2 Teaching and learning style

2.1 The school uses a variety of teaching and learning styles in Design Technology lessons. Our principal aim is to develop the children's knowledge, skills and understanding in Design Technology. We ensure that the act of investigating and making something includes exploring and developing ideas, and evaluating and developing work. We do this best through a mixture of whole-class teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for the other children. They encourage children to evaluate their own ideas and methods, and the work of others, and say what they think and feel about them. We give children the opportunity within lessons to work on their own and collaborate with others, on projects in two and three dimensions and on different scales. Children also have the opportunity to use a wide range of materials and resources, including ICT.

2.2 We recognise the fact that we have children of differing ability in all our classes, and so we 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 responses;
- 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 with different resources;
- using additional adults to support the work of individual children or small groups.

3 Design Technology curriculum planning

3.1 Design Technology is a foundation subject in the National Curriculum. At Haslam Park Primary School we use the Focus Curriculum and its subsequent Learning Challenges as the basis for our curriculum planning in Design Technology based on topic/cross curricular themes. We ensure that the children are given ample opportunity to: design, make, continually evaluate and deepen their technical knowledge.

3.2 We carry out the curriculum planning in Design Technology in two phases: long-term and medium-term. Our long-term plan maps out the themes covered in each term during the key stage (the subject Curriculum Overview and the Year Group Route through). Our Design Technology subject leader works this out in conjunction with teaching colleagues in each year group to ensure coverage and spread in the 2 year cycle.

3.3 Our medium-term plans give details of each unit of work for each term. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term. The Design Technology subject leader is responsible for keeping and reviewing these plans.

3.4 We plan the activities in Design Technology so that they build upon the prior learning of the children. Whilst we give children of all abilities the opportunity to develop their skills, knowledge and understanding, we also build planned progression into the scheme of work, so that there is an increasing challenge for the children as they move up through the school. We ensure this is done by planning from a Design Technology Skills continuum.

4 The Foundation Stage

4.1 We encourage creative work in the reception class as this is part of the Foundation Stage of the National Curriculum. We relate the creative development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five. The children's learning includes art, music, dance, role-play and imaginative play. The range of experience encourages children to make connections between one area of learning and another and so extends their understanding.

4.2 We provide a rich environment in which we encourage and value creativity. Children experience a wide range of activities that they respond to, using the various senses. We give them the opportunity to work alongside artists and other adults. The activities that they take part in are imaginative and enjoyable.

5 Contribution of Design Technology to teaching in other curriculum areas

5.1 English

Design Technology contributes to the teaching of English in our school by encouraging children to ask and answer questions about the starting points for their work. They have the opportunity to compare ideas, methods and approaches in their own work and that of other children, and to say what they think and feel about them. We also use the ELKLAN strategies of identifying differentiated key vocabulary for each Learning Challenge and ensuring that this is embedded within the lesson's context.

5.2 Mathematics

Design Technology contributes to the teaching of mathematics in our school by giving opportunities to develop the children's understanding of shape, space and measure through work in two and three dimensions.

5.3 Information and communication technology (ICT)

We use ICT to support Design Technology teaching when appropriate. Children use software to explore shape, colour and pattern in their work. Older children collect visual information to help them develop their ideas by using digital cameras to record their observations. Children use the internet to find out more about famous artists and designers. From the new 2014 Curriculum there is now a larger emphasis on the children applying their understanding of computing to program, monitor and control their products

5.4 Personal, social and health education (PSHE) and citizenship

Design Technology contributes to the teaching of some elements of personal, social and health education and citizenship. The children discuss how they feel about their own work and the methods and approaches used by others. They have the opportunity to meet and talk with artists and other talented adults whilst undertaking their work.

5.5 Spiritual, moral, social and cultural development

The teaching of Design Technology offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. 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. Their work in general helps them to develop a respect for the abilities of other children and encourages them to collaborate and co-operate across a range of activities and experiences. The children learn to respect and work with each other and with adults, thus developing a better understanding of them. They also develop an understanding of different times, cultures and religions through their work on famous artists, designers and craftspeople.

6 Teaching Design Technology to children with special educational needs

6.1 At our school we teach Design Technology to all children, whatever their ability. Design Technology forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our Design Technology teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

6.2 When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

6.3 Intervention through School Action and School Action Plus will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to Design Technology. We enable pupils to have access to the full range of activities involved in learning Design Technology. Where children are to participate in activities outside the classroom, for example, a visit to an art gallery, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

7 Assessment and recording

7.1 We assess the children's work in Design Technology whilst observing them working during lessons. Teachers record the progress made by children against the learning objectives for their lessons. At the end of a unit of work, the teacher makes a summary judgement about the work of each pupil if they have yet to obtain, met or exceeded the unit objectives. This information is used by the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. This information is also passed on to the next teacher.

7.2 The Design Technology subject leader keeps evidence of the children's work in a portfolio. This demonstrates what the expected achievement is in Design Technology in each year of the school.

8 Resources

8.1 We have a range of resources to support the teaching of Design Technology across the school. The majority of resources are kept in a centralised area for staff to access namely the Art Resource area in the Hall and also the Key Stage 1 kitchen for cooking utensils. Resources are audited yearly but if necessary ordered to cover a topic that needs further equipment.

9 Monitoring and review

9.1 The monitoring of the standards of children's work and of the quality of teaching in Design Technology is the responsibility of the Design Technology subject leader. This is done through: planning scrutinies, lesson observations, staff discussions and audits of resources and keeping portfolios of evidence of children's DT work. The work of the subject leader also involves supporting colleagues in the teaching of Design Technology, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The subject leader gives the Headteacher an annual/termly action plan in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.

