Alexander Hosea Primary School
'Roots to grow, wings to fly'

Design and Technology Policy

Introduction
Design and Technology is an inspiring, rigorous and practical subject that is underpinned by Alexander Hosea School's ASPIRE values and our ELLI learning powers. A high quality design and technology education, which is cross-curricular, makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

Rationale

At Alexander Hosea, Design and Technology is taught to help prepare children for the developing world. The subject encourages children to become creative problem-solvers, both as individuals and as part of a team. Through the teaching of design methods, practical skills, problem solving and evaluative skills, the children learn how to use and apply their design and technology capabilities to produce solutions to real problems.

Aims

The Design and Technology curriculum offers children opportunities to:

- develop a greater awareness and understanding of how everyday products are designed and made.
- become informed consumers and potential innovators.
- develop imaginative thinking, planning and communication skills.
- select appropriate tools and techniques for making a product, whilst following safe procedures;
- foster enjoyment, satisfaction and purpose in designing and making;
- use ICT software to assist in the designing and learning process.
- understand and use the principles of nutrition and how to cook

Guidelines

Design and Technology in the Foundation Stage is covered by the Technology strand within Understanding of the World and Expressive art and design in the Early Years Foundation Stage areas of learning. Children are encouraged to be imaginative and use and explore different media and materials. These early experiences include asking questions about how things work, investigating and using a variety of construction kits, materials, tools and products, developing making skills and handling appropriate tools and construction material safely and with increasing

control. These activities, indoors and outdoors, attract the children's interest and curiosity.

For Key Stages 1 and 2, Design and Technology is based on the National Curriculum 2014 targets and integrated within a themed curriculum and a cross-curricular, child-centred approach.

Children will apply their taught skills and knowledge through four key learning areas:

1. Design
2. Make
3. Evaluate
4. Technical knowledge

Teaching activities are aimed at the whole class, groups, and individuals. Children will be encouraged to participate fully in all design and technology activities, which will be carefully suited to the abilities and interests of the children.

Cross Curricular Skills

Design and Technology draws upon children's knowledge and skills in other subjects, particularly Science, ICT, Maths, English and Art. Themed planning across each year group ensures a cross curricular approach and the development of practical skills.

Health and Safety

Safety is incorporated in the Programmes of Study and is therefore taught and considered in all design and technology activities. This policy should be read in conjunction with the Health and Safety manual and The Association for Science Education 'Be Safe' document (both in the Head's office).

Assessment and Recording

Processes, skills and outcomes will be assessed by observational recordings of the children working during lessons. Teachers will record progress made against the learning objectives for the lesson.

Children will record their own learning in the form of plans, diagrams, pictures, photographs, models and computer graphics. Children are encouraged from Reception to evaluate their own and others' learning and describe what changes they might make if they were to revisit the activity.

A summative assessment of the children's progress over the year will be provided in their end of year report. Each teacher passes this information on to the next teacher at the end of each year.

Further evidence of the children's learning may also be found in their individual Learning Journals.

Homework
Children in Key Stage 2 may choose a homework project which involves the development of Design Technology skills. Outcomes are evaluated by peers and

staff. Parents are also given the opportunity to see these through regular homework sharing sessions.

Resources and Equipment
Resources for Design and Technology are stored centrally within the school in the DT cupboard in the room outside lower key stage 2 classes. Resources are audited regularly to ensure equipment is fit for purpose and readily available.

Equal Opportunities

We believe that all children bring different experiences and talents to Design and Technology. The qualities they already possess should be valued whilst opportunities for widening and deepening their experiences need to be created. We are committed to enabling each child to access a broad and balanced Design and Technology education regardless of ethnic origin, gender, class, aptitude or disability.

Conclusion

Design and Technology should give the children the opportunity to apply cross curricular skills and technical knowledge to enable them to plan, design, make and evaluate their own ideas and to become innovative individuals, aware of design in the made world, and concerned for the environment.

Nicky Dowding
Date: December 2015

Equalities Impact Assessment (EIA)

This policy has been screened to ensure that we give 'due consideration' to equality of opportunity and has been agreed and formally approved by the appropriate reviewing and ratification Committee.

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