

HOLLY HILL METHODIST AND CHURCH
OF ENGLAND (AIDED) INFANT &
NURSERY SCHOOL

DESIGN TECHNOLOGY POLICY
March 2015

Through a positive caring environment, we provide the opportunity for every child to reach their full potential. We embrace Christian values and ensure all children are ready for their next steps.

At Holly Hill we are committed to providing all children with learning opportunities to engage in design and technology. This policy reflects Holly Hill`s values and philosophy in relation to the teaching and learning of design and technology.

Design and Technology prepares children to take part in the development of our rapidly changing world. Creative thinking encourages children to make positive changes to their quality of life. The subject encourages children to become autonomous and creative problem-solvers, both as individuals and as part of a team. It enables 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 children combine practical skills with an understanding of aesthetic, social and environmental issues. This allows them to reflect on and evaluate present and past design and technology pieces of work, its uses and its impacts. Design and Technology helps all children to become discriminating and informed consumers and potential innovators.

Entitlement

At Holly Hill, children have access to the New Curriculum through a creative approach.

All children will participate in developing knowledge and skills to be used in developing design and make assignments.

Rationale

Design Technology encourages:

- children to make observations and describe what they see
- children to ask constructive questions, 'why this happens?' 'How do they work'
- children to investigate by disassembling and assembling and to modify products
- children to choose and use appropriate materials and tools to make a variety of items or products

Aims

To develop imaginative thinking in children and to enable them to talk about what they like and dislike when designing and making;

To enable children to talk about how things work, and to draw and model their ideas

To encourage children to select appropriate tools and techniques for making a product, whilst following safe procedures;

To explore attitudes towards the made world and how we live and work within it;

To develop an understanding of technological processes, products, and their manufacture, and their contribution to our society; To foster enjoyment, satisfaction and purpose in designing and making.

Teaching and Learning

We use a variety of teaching and learning styles in design and technology lessons. The principal aim is to develop children's knowledge, skills and understanding in design and technology. Teachers ensure that the children apply their knowledge and understanding when developing ideas, planning and making products and then evaluating them. We do this through a mixture of whole-class teaching and individual/group activities. Within lessons, we give children the opportunity both to work on their own and to collaborate with others, listening to other children's ideas and treating these with respect. Children critically evaluate existing products, their own work and that of others. They have the opportunity to use a wide range of materials and resources, including ICT.

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 which are differentiated by task, expected outcome and/or support from peers or adults.

Design & Technology Curriculum Planning

Design & Technology Curriculum Planning

At Holly Hill Design and Technology is taught through a topic approach alongside Art, History and Geography. Our Curriculum is carefully planned to engage and excite all our learners.

Our long-term and medium-term plans map out the skills and themes covered each term for each key stage. These plans define what we will

teach and ensure an appropriate balance and distribution of work across each term.

As well as making its own distinctive contribution to the school curriculum, making links between areas of learning deepens children's understanding by providing opportunities to reinforce and enhance learning.

Design technology provides a natural opportunity for children to practice and improve basic skills such as speaking and listening, literacy and numeracy.

Assignments aim to develop key skills such as creative problem solving, working with others and communication skills.

Through evaluating the process and their final products children will be encouraged to improve their own learning and performance

Children will apply knowledge and skills from art and design, science, ICT and English in design technology

Progress and Achievement

Children are monitored on a regular basis to check progress. We encourage all pupils to take responsibility for their own and their peers' learning. A range of Assessment for Learning strategies are used, for example peer marking, assessment and evaluation, self assessments, traffic lighting achievement against objectives and success criteria, the use of talk partners and end of unit teacher/pupil evaluation. Through these, both children and adults are able to recognise the progress being made.

Monitoring & Assessment

At Holly Hill assessment is an integral part of the teaching process and is used to inform planning and to facilitate differentiation. Assessment is based on a combination of teacher assessment and pupil self-assessment. It is on-going to ensure that understanding is being achieved and that progress is being made. We will assess children's work in Design & Technology whilst observing them working in lessons. Feedback is given to the children as soon as possible

The predominate modes of working in Design Technology are:

- within groups with individual work

- whole class teaching

Groups can vary in their make up:

- groups of mixed ability with differentiation by role
- groups of similar ability developing one aspect
- in groups or whole class to draw together past experiences, to establish a need and formulate a design, or to evaluate items, products or design
- industrial/community links - visiting local environment to help in creating role play areas eg, Health Centre, Post Office, Shop, Library etc
- observation and disassembling of commercially produced artefacts.

Design Technology will be taught by class teacher with reference to the Design Technology Co-ordinator for specific advice or information

Classroom assistant may be used in Design Technology to assist:

- in preparation and collection of materials
- in supervising small groups of children
- in maintaining safe working practice within small groups of children

Commercially available schemes of work are not used in DT. Teachers will plan activities to integrate with topic areas. Commercially produced construction kits are used throughout the whole school. ICT can be used to enhance and aid the children in design and research.

INCLUSION

Teachers can be seen to be:

- A. Setting suitable learning challenges;
 - B. Responding to pupils diverse learning needs;
 - C. Overcoming potential barriers to learning and assessment for individuals and groups of pupils.
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- A. We will aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible.

If a pupil's attainment exceeds expected levels at key stage one, suitably challenging work will be drawn from key stage two.

If a pupil's attainment falls below expected levels differentiated appropriate learning opportunities will be planned.

B. Equality of Opportunity

We will set high expectations for all children and provide opportunities for all pupils to achieve regardless of gender, intellectual and physical ability, special educational needs, disabilities, social and cultural backgrounds, ethnicity and linguistic background.

We will respond to pupils' diverse needs by:

- creating effective learning environments
- securing their motivation and concentration
- providing equality of opportunity through teaching approaches
- setting targets for learning

C. Special Educational Needs

Pupils with special needs have the same DT entitlement as all other pupils and are offered the same curriculum.

Information and communication technology offers particular opportunities for pupils with special educational needs.

The benefits of using ICT can include:

enhanced access to the curriculum
heightened motivation
increased independence
improvement in the accuracy and appearance of work
the development of creativity
a means of reinforcing concepts and knowledge
problem solving opportunities

Gifted and Talented

Children who are working well above the overall level of the class will be

given a range of experiences designed to broaden or deepen their learning while working on the same learning objectives as their peers. This may be done by providing more demanding questions and investigations, often with a more open ended approach. From time to time they may also be accelerating the pace of their learning by working towards objectives chosen from the relevant aspect of learning from a later year.

Excellence in Design Technology

Individual achievements are rewarded in the usual school star system. Class achievements and individual achievements are celebrated by displaying work around school or in presenting a class assembly to show the processes or products.

Homework

This may take the form of collections of different materials or artefacts for specific activities.

Simple pencil drawings of items in use around the house may also be requested.

Progress and Continuity

Planning

All teachers will be involved in planning their year groups Design Technology with reference to the agreed Long and Mid term whole school plans. Creative topics will include these units. Staff are asked to ensure that topic areas do not overlap other year group topics.

The Headteacher and Design Technology Co-ordinator will be responsible for leading monitoring and evaluation of the plans and ensuring a balanced teaching of DT.

Staff will be consulted regularly both individually and in groups as to problems or needs.

The Role of the Design Technology Co-ordinator is to:

1. take the lead in Policy Development and the production of plans and schemes of work designed to ensure progress and continuity in Design Technology throughout the school
2. support colleagues in the development of DT
3. help colleagues in the compiling of and implementation of detailed work plans, assessment and record keeping activities
4. take the lead in monitoring and evaluating progress in DT and advise the Headteacher on any needs
5. take responsibility for the purchase and organisation of central resources for DT
6. support colleagues in safe working practice for DT
7. Pass on latest developments in DT education to colleagues.

Assessment

Formative assessment is predominantly in use although a summative assessment is used at the end of Key stage 1. The use of level descriptions comprises a best fit approach based on teacher assessment throughout Key Stage 1.

Feedback to Pupils

This is an ongoing process throughout the whole of their involvement in DT at this school and is achieved by:

- discussion through the design and make process
- encouraging and supporting knowledge and understanding
- evaluation of final product
- teaching and guidance when practising skills in focused practical tasks.

Recording and Reporting

DT records are kept to inform planning and ensure continuity. Methods will include:

- observation of children in learning process
- discussion of task with pupil
- teachers planning/records to show achievements
- children`s designs and research
- pupils self evaluations

Photographs of finished objects and at various stages during development. These will be put in individual children's 'Let's Discover' books.

Reporting to Parents

Reporting progress in DT will be verbal when meeting parents or termly open afternoons/evening. A written report will be sent to parents annually.

Resources

Ofsted - Handbook for the Inspection of Schools

Support given by University of Central England - Faculty of Education - Department of DT.

DATA resources