Design Technology Policy

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Date of publication	September 2024
Review date	September 2026

Downview School: Design Technology Policy

Introduction

Design Technology provides visual, tactile and sensory experiences and a special way of understanding and responding to the world. It allows children to communicate what they want to design and create. They explore design ideas and products, experimenting and by reflecting on the processes of designing and making, children can begin to understand the purpose of design and technology.

Aims

- To engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own products.
- As pupils progress through school, they should begin to think critically and develop a more rigorous understanding of design and technology. They should also know how design technology both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.
- To produce products exploring their ideas and recording their experiences.
- To become proficient in a repertoire of design techniques and technology.
- To evaluate and analyse design.
- To know about great designers, and understand the historical and cultural development of design technology.

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Through Design Technology we can also:

- Improve pupils' skills in Literacy, Numeracy and ICT
- Develop pupils' critical thinking skills
- Promote pupils' awareness and understanding of gender, cultural, spiritual and moral issues
- Develop pupils as active citizens

Organisation of Design Technology within the Curriculum

Often design technology will have cross curricular links with other subjects. It is important that this is shown in teachers' planning.

We encourage creative work in reception, as this is part of the EYFS. We relate the creative development to the objectives set out in the EYFS learning and development objectives. The children's learning includes art, music, dance, role play, making and creating, and imaginative play. The range of experience encourages the children to make better connections between one area of learning and another, and so this extends their understanding.

English

Design technology contributes to the teaching of English in our school by encouraging children to reflect on the strength of their design through lists, labels and diagrams and in the way that they verbally communicate ideas or critiques.

Maths

Design technology contributes to children's mathematical understanding by giving opportunities to develop children's understanding of shape, space and measures through two and three dimensions.

ICT

We use ICT to support design technology when appropriate. Children can use software to explore shape, colour and pattern in their work. They also collect visual information to develop their ideas by using cameras and video cameras. They record their observations and then manipulate them in photo editing or painting software. Children use the internet, to find out more about the designers, processes involved in producing products and the impact of technology within the wider world.

Personal, Social, Health and Economics education (PSHE)

Design technology contribute to the teaching of some elements of relationships, health education and food and nutrition. The children discuss how they feel about their own work and the methods and approaches used by others. They have the opportunity to talk, present, reflect and evaluate their own and others ideas, including the products and processes.

Spiritual, moral, social and cultural development.

The teaching of design technology offer opportunities to support the social development of children, through the way we expect them to work with each other. Groups allow the children to work together collaboratively and give them the chance to discuss their ideas and feelings about their and the work of others. Their work in general allows them to develop a respect for the abilities of other children, and encourage them to collaborate and cooperate across a range of activities and experiences. The children learn to respect and work with each other and adults, thus developing a better understanding of themselves and their creative ability. They also develop an understanding of culture, influences and time-spans through well known designers and innovators.

Teaching & Learning - Strategies for the teaching of Design Technology

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. We ensure that the act of investigating and making something includes researching, exploring and developing ideas and evaluating and modifying or developing further. We do this best through a mixture of whole-class teaching and individual or group activities. Teachers draw attention to good examples of individual performances as models for other children. They encourage children to evaluate their own ideas and methods and the work of others and to say what they think and feel about them. We give children the opportunity to work by themselves and in collaboration with others on projects. Children also have the opportunity to use a wide range of materials and resources, cooking facilities and ICT.

We recognise the fact that we have children of differing ability in all our classes, and we provide suitable learning opportunities for all the children by matching the challenges of the task to the ability of the child. We achieve this through a range of strategies:

- Setting tasks that are open ended and can have a variety of responses
- Setting tasks of increasing difficulty, where not all children complete all the tasks.
- Mixed ability grouping with provision for extension and enrichment.
- Providing a range of challenges with different resources.

The role of the Design Technology co-ordinator is to:

- Support colleagues in teaching the subject content and developing their skills in planning, teaching and assessing Design Technology
- Renew, update and oversee the audit of resources needed to deliver the curriculum
- Monitor and evaluate the learning and teaching of Design Technology
- Develop assessment and record keeping ensuring progression and continuity
- Keep abreast of developments in the teaching and learning of Design Technology

Assessment

We assess the children's work in design technology whilst observing them working during lessons. Focused assessments will target specific components of knowledge or skills through lessons. Embedding fine and gross motor skills within Key Stage 1 pupils for manipulating tools (ie, cutting or gripping) equipment to create are essential. Within Key Stage 2, Teachers will give time to exploration and mastery of methods, techniques, media and materials. A focus on multiple forms of where DT exist will give children the chance to revisit or explore previous learning that may have been missed.

Teachers record progress made by the children against the learning objectives for that lesson. At the end of the unit of work or topic, we make a judgement against the school's assessment policy. The teacher records the level that each child has reached and then uses this to inform future planning. This method of recording enables the teacher to make an annual assessment of progress for each child, as part of the child's end of year report to parents. We pass this information onto the next teacher at the end of the year.

Children are encouraged to assess and evaluate their own work and that of other pupils. This can help them appreciate how they can improve their performance, and what their targets for the future are.

SEN

Teaching design technology should address the fact that all children will develop their ability to create images and to learn and apply skills at different rates. Differentiation needs to be open ended and planned related to outcome at tasks set for the differing abilities. Individual children will be supported through questioning and support from the teaching staff.

We teach design technology to all children, whatever the ability and individual needs. Design technology at Downview forms part of our school curriculum policy to provide a broad and balanced education for all our children. Our teachers provide learning opportunities that are matched to the needs of the children with learning difficulties. We strive to meet the needs of all pupils with special educational needs, disabilities, special gifts and talents and of those with English as an additional language.

Where children are to participate in activities outside the classroom for example cooking sessions in our cookery room, we carry out a risk assessment and inventory prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Equal Opportunities
All pupils at Downview have equal access to the facilities available, regardless of gender or nationality. When working in groups the teacher ensures that children take turns and share the equipment fairly. Teachers also give pupils opportunities to work individually to complete tasks by themselves.

Resources
We have a wide range of resources in individual year group to support the teaching of design technology.

Any learning outcomes or planning for design technology projects are recorded in individual learning journal/topic book.

Health and Safety
Staff are knowledgeable about relevant aspects of Health and Safety and are confident in managing and maintaining a healthy and safe work environment. Staff identify hazards and assess risks, and determine how best to minimise, remove, or control such risks within indoor and outdoor environment.

Monitoring and Evaluation
Design technology is a foundation subject in the National Curriculum. At Downview School we use the national scheme as a basis for or curriculum when planning design technology. We have adapted the national scheme to work alongside our different topics and have created a progression of skills/knowledge for each year group.

We carry out curriculum planning in design technology in 2 phases: long term and short term. Our long term maps out the themes and skills covered in each term during each key stage. Our subject leaders monitor and collaborate with teaching colleagues in each year group.

Our medium term plans give details of each unit of work for each term. These plans define what we teach and ensure an appropriate balance and distribution of the work across the term. The subject leaders are responsible for reviewing these plans.

Class teachers complete a daily plan for each design lesson they teach. These list the specific learning objectives and expected outcomes, and give details of how to teach the lessons. The plans also include the skills that children will develop too. The class teacher is responsible for these plans and uses them to support each lesson. These plans can be discussed with the class teacher and subject leaders on an informal basis.

We plan the activities in design technology so that they build on the prior learning of the children. While 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 as they move up through the school.

The monitoring of the standards of the children's work and the quality of the teaching in design technology is the responsibility of the subject leaders. The work of the subject leaders also involves supporting the colleagues in their teaching, being informed about current developments in art and design technology and providing the strategic direction for this subject in the school.

Reviewed: September 2024

To be reviewed: September 2026