



Design and Technology Policy

Issue 2 – September 2014

The Spencer Academies Trust has delegated Full responsibility to the Local Governing Body (LGB) of Wyndham Primary Academy for this Policy. It is the LGB's responsibility to ensure this Policy is implemented and reviewed in accordance with statutory and legislative arrangements.

The Spencer Academies Trust may, on an annual, basis undertake audits to confirm that appropriate arrangements are maintained by the Academy.



Wyndham Primary Academy

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1.0 AIMS AND OBJECTIVES

The Aims of Design and Technology at Wyndham Primary Academy are:

- To provide a safe and secure environment in which children can develop their skills of observing, investigating and problem solving.
- To encourage children to develop the confidence and competence to solve practical problems.
- To develop the creative, technical and practical expertise needed to perform everyday tasks confidently
- To participate successfully in an increasingly technological world
- To 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
- To critique, evaluate and test their ideas and products and the work of others
- To understand and apply the principles of nutrition and learn how to cook.
- To gain enjoyment from their design and technology work
- To enable children to develop their skills of co-operation through working with others.

2.0 TEACHING AND LEARNING

The school uses a variety of teaching and learning styles in Design and Technology lessons. Our principal aim is to develop children's knowledge, skills, and understanding through a creative curriculum. We do this through whole-class teaching, individual/group activities and enquiry-based research activity. Where possible they use ICT to support Design and Technology lessons.

We recognise that there are children of different abilities in all classes. Learning opportunities are provided for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways by:

- Providing learning opportunities which are open-ended and can have a variety of responses.
- Differentiating learning experiences to enable inclusion.
- Safely providing a range of equipment which enables learning to be interesting and engaging.
- Strategically deploying additional adults to ensure progress is made.

3.0 DESIGN TECHNOLOGY CURRICULUM PLANNING

The school uses Chris Quigley's Key Skills as a basis for planning.



The Design and Technology curriculum 'topic' plans stems from the focus book for the term. From this the class teacher will decide the best way to incorporate the design and technology key skills.

A working planning document is drawn up outlining the key skills to be taught during the focus book and asks a key question, which is to be addressed during the 'Design and Technology focus'. In this they will include information about possible learning experiences (including modelling), What and Why?

It is the teacher's responsibility to ensure that over the course of a year all key skills, appropriate to the year and level are taught.

Alongside this each topic will incorporate the appropriate areas of focus to be taken from the National Curriculum 2014. These areas are: Design, Make, Evaluate, Technical Knowledge or Cooking and Nutrition.

At the end of each topic, the grid for the class year will need to be updated, highlighting the focus/focuses for that term, informing teachers what areas have been covered and what areas need to be addressed in the coming years.

4.0 FOUNDATION STAGE

A creative child led topic approach to teaching and Learning in the Foundation Stage is linked to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged from birth to five. A rich learning environment is also provided where children can design, make, evaluate, develop technical knowledge and question.

5.0 TEACHING DESIGN AND TECHNOLOGY TO CHILDREN WITH SEN

We teach Design and Technology to all children, whatever their ability. Design and Technology forms part of the school curriculum policy to provide a broad and balanced education for all children. We provide learning opportunities that are matched to the needs of children with Special Educational Needs and our work in science takes into account the targets set in the children's Individual Plans (IPs).

6.0 ASESSMENT AND RECORDING

Teachers assess children's work in design and technology by making informal judgements as we observe them during lessons. On completion of a piece of work, the teacher marks the work in line with the school's marking policy and comments as necessary. Comments should make it clear to the child what they have achieved and what they can do to improve.



Pupils will be taught to evaluate their design ideas as they develop, considering the uses and purposes for which the product is intended and encouraged to suggest possible ways they have of improving their ideas.

At the end of a focus book teachers should complete a key skills assessment sheet to show who is working above, below and at Age Related Expectation (ARE) for the area of Design and Technology covered. The Design and Technology Coordinator will use a sample of children's learning journeys to moderate teacher's judgements. Children are tracked at the end of each term and each academic year.

7.0 RESOURCES

We have sufficient resources for all design and technology projects in school and keep these in a central store. Class teachers inform the Design and Technology Coordinator if additional resources need to be purchased.

8.0 THE ROLE OF THE DESIGN AND TECHNOLOGY COORDINATOR

The monitoring of the standards of children's work in Design and Technology is the responsibility of the Design and Technology Coordinator. They will support colleagues where possible, keep informed about current developments by attending CPD sessions, where possible coordinator meetings and feeding back to staff any relevant information.

9.0 HEALTH AND SAFETY

Children will be taught to use all equipment responsibly and safely. In the case of food preparation, parents will be contacted to check for any food allergies.