

# St Cyprian's Greek Orthodox Primary Academy



## Design & Technology Policy

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Reviewed and ratified by Full Academy Trust:

Date: 10/7/14

Signed: *A Tallis*

Name: A Tallis

Position: Chair of Education

## **Mission Statement**

The aim of St. Cyprian's Greek Orthodox Primary Academy is to provide its children with primary education of the highest quality in a supportive learning environment through the national curriculum in core subjects, enriched by the progressive teaching of the Greek language and Christian Orthodox religion.

The children will be equipped with the knowledge, skills and spirituality to enable them to achieve their full potential and prepare them for transition to secondary education and to contribute positively to the challenges of a diverse multicultural society.

### **1. Aims and objectives**

1.1. Design and technology prepares children to take part in the development of tomorrow's rapidly changing world. Creative thinking encourages children to make positive changes to their quality of life. The subject encourages children to become autonomous, creative problem-solvers and investigators, 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 they combine practical skills with an understanding of aesthetic, social and environmental issues, as well as functions and industrial practices. This allows them to reflect on and evaluate present and past design and technology, its uses and its impacts. Design and technology helps all children to become discriminating, informed consumers and potential innovators.

1.2. The aims of design and technology are:

- 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

## **2. Teaching and learning style**

2.1. The Academy uses 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 range of materials and resources, including Information Communications Technology (ICT).

2.2. In all classes there are children of differing ability. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We incorporate the three elements of design and technology into our lessons so that the varied needs are being challenged and the children have a sense of fulfilment. The three elements are:

*\* Investigative, Disassembly and Evaluative Activity (IDEA);*

*\* Focused Practical Task (FPT);*

*\* Design and Make Assignment (DMA);*

These elements are planned for and achieved through a range of strategies:

- setting common tasks that are open-ended and can have a variety of results, (DMA)
- setting tasks of increasing difficulty where not all children complete all tasks, (IDEA)
- grouping children by ability and setting different tasks for each group (FPT)
- providing a range of challenges through the provision of different resources (FTP)
- using additional adults to support the work of individual children or small groups (FTP)

## **3. Planning**

3.1 Design and technology is a foundation subject in the National Curriculum. Our Academy uses the Qualifications Curriculum Agency (QCA) scheme of work as the basis for its curriculum planning in design and technology.

3.2. We carry out the curriculum planning in design and technology in three phases: long-term, medium-term and short-term. The long-term plan maps out the QCA units covered in each term for each year group and key stage. 3.3. Our medium-term plans, consist of a Core Skills bookley for each term, which give details of each unit of work. They identify learning objectives and outcomes for each unit, and ensure an appropriate balance and distribution of work across each term.

3.4. Class teachers plan for individual design and technology sessions as part of weekly planning. The weekly plan lists the specific learning objectives for each lesson and detail how the lessons are to be taught. The class teacher keeps these individual plans, and the class teacher and subject leader often discuss them on an informal basis.

3.5. We plan the activities in design and technology so that they build upon the prior learning of the children. We give children of all abilities the opportunity to develop their skills, knowledge and understanding, so that the children are increasingly challenged as they move through the Academy.

#### **4. The Foundation Stage**

4.1 We encourage the development of skills, knowledge and understanding that help reception children make sense of their world as an integral part of the Academy's work. As the reception classes are part of the Foundation Stage Curriculum, we relate the development of the children's knowledge and understanding of the world to the objectives set out in the Early Learning Goals. These underpin the curriculum planning for children aged three to five. This learning forms the foundations for later work in design and technology. 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. Children will have opportunities to think about, plan, model, adjust or change their designs before they make their final piece.

4.2. We provide a range of experiences that encourage exploration, observation, problem solving, critical thinking and discussion. These activities, indoors and outdoors, attract the children's interest and curiosity.

#### **5. Contribution of design and technology to teaching in other curriculum areas**

##### **5.1 Information and communication technology (ICT)**

We use ICT to support design and technology teaching when appropriate. Children use software to enhance their skills in designing and making, and use draw-and-paint programs to model ideas. They use databases to provide a range of information sources

and CD-ROMs to gain access to images of people and environments. The children also use ICT to collect information and to present their designs through draw-and-paint programs.

## 5.2 Personal, social and health education (PSHE) and citizenship

Design and technology contributes to the teaching of personal, social and health education and citizenship. We encourage the children to develop a sense of responsibility in following safe procedures when making things. They also learn about health and healthy diets. Their work encourages them to be responsible and to set targets to meet deadlines, and they also learn through their understanding of personal hygiene, how to prevent disease from spreading when working with food.

## 5.4 Spiritual, moral, social and cultural development

The teaching of design and technology offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Our 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. Through their collaborative and co-operative work across a range of activities and experiences in design and technology, the children develop respect for the abilities of other children and a better understanding of themselves. They also develop a respect for the environment, for their own health and safety and for that of others. They develop their cultural awareness and understanding, and they learn to appreciate the value of differences and similarities. A variety of experiences teaches them to appreciate that all people are equally important, and that the needs of individuals are not the same as the needs of groups.

## **6. Teaching design and technology to children with special needs**

6.1 At our Academy we teach design and technology to all children, whatever their ability. Design and technology forms part of the Academy curriculum policy to provide children with a primary education of the highest quality. Through our design and 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 primary curriculum allows us to consider each child's attainment and progress against expected levels.

## **7. Assessment and recording**

7.1 Teachers assess children's work in design and technology by making assessments as they observe them working during lessons. 7.2 Each child's work is kept in a file behind a divider for each unit of work. The folders follow the children to each year group as they progress through the Academy. The folder then becomes a profile of evidence of progress made through the units of work in design and technology. The aim will be that by the end of year six there will be twelvedividers (ranging from year 3 – 6) with evidence of each unit of work through examples of work and photographic evidence of the child's contribution to the unit of work.

7.2 The design and technology subject leader keeps evidence of the children's work in a portfolio.

## **8. Resources**

8.1. Our Academy is working towards building a wide range of resources to support the teaching of design and technology across the Academy. We aim to equip each classroom with a range of basic resources, with the more specialised equipment being kept in the design and technology space in the resources cupboard.

## **9. Health and safety**

9.1. The general teaching requirement for health and safety applies in this subject. We teach children how to follow proper procedures for food safety and hygiene, when covering the relevant units of work.

## **10. Monitoring and review**

10.1. The monitoring of the standards of children's work and of the quality of teaching in design and technology is the responsibility of the design and technology subject leader. The work of the subject leader also involves supporting colleagues in the teaching of design and technology, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the Academy. The design and technology subject leader gives the Creative Team Leader a regular update of the strengths and weaknesses in the subject and together they evaluate areas for further improvement.

## **11 Role of Design & Technology Co-ordinator**

- To ensure the consistent implementation of the DT curriculum through monitoring of planning and teaching

- To review the topics for DT focus
- Keep up to date with new developments and inform staff
- Audit resources regularly and take overall responsibility for equipment and resources
- Keep a portfolio for DT that will include photographs of pupils at work, curriculum learning walk reports, examples of planning and examples of pupil's work
- Develop assessment to ensure progression and continuity

**Policy review date: September 2016**

