

RAMSEY MANOR LOWER SCHOOL

DESIGN AND TECHNOLOGY POLICY

Ramsey Manor Lower School is a Values Education School where our Values underpin everything we do.

We are committed to safeguarding children and providing a safe and healthy environment for all to learn and grow.

STATUS: OTHER

DATE ADOPTED: March 2014

Policy agreed by staff: RS date: June 2019

Date of next review: May 2022

RATIONALE

Design and technology is about providing opportunities for pupils to develop their capability, combining their designing and making skills with knowledge and understanding in order to create quality products.

Design and Technology inspires and teaches children to make sense of the world around them through developing their ability to design, make and evaluate products. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. It enables children to understand the role that Design and Technology plays in their everyday lives and the wider world. They acquire a broad range of subject knowledge and draw on disciplines from other subject areas. Quality Design and Technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

AIMS

The National Curriculum for Design and Technology 2014 aims to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- 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
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook.

The new National Curriculum requirements are consistent with the following six principles that can be applied to all areas and aspects of the subject: each principle will be evident to a greater or lesser degree in each project that pupils undertake.

□ User □ Purpose □ Functionality □ Design Decisions □ Innovation □ Authenticity

IMPLEMENTATION

Through a variety of creative and practical activities, pupils will be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They will work in a range of relevant contexts and be encouraged to apply their learning to everyday situations. A variety of teaching and learning styles in Design and Technology will encourage children to enquire, explore, answer and evaluate. They have the opportunity to use a wide range of resources including new technologies, including the use of ICT where appropriate. Whole class teaching is followed up with work in groups, with partners or individually to complete tasks and rehearse practical and design skills they have learned or are developing. Teachers provide equal access to the Design and Technology curriculum by differentiating appropriately for all children.

INCLUSION

All children will be taught the skills and knowledge of design and technology as outlined in the programmes of study in the National Curriculum for Design and Technology. We aim to provide a balanced programme of activities building upon previous work and achievements for all children so that they achieve as highly as they can in Design and Technology according to their individual abilities. We will identify which pupils or groups of pupils need additional support and take steps to improve their attainment when necessary.

RESOURCES

Children are taught how to use the equipment and tools appropriately and independently. They have access to a wide range of well organised, clearly labelled Design and Technology resources in order to develop the ability to select the appropriate tools for a task. Teachers use a diverse range of resource material to cater for all the needs of the children and provide support when necessary. Opportunities to use ICT to support teaching and learning in Design and Technology will be planned for and used as appropriate.

CURRICULUM PLANNING

Design and Technology is a foundation subject in the National Curriculum. In the Early Years Foundation Stage (EYFS) in school, teachers follow the Foundation Stage Curriculum. The rest of the school uses the 2014 National Curriculum as a basis for implementing the statutory requirements of the relevant programmes of study for Design and Technology. The strategy outlines the end of year objectives for each key stage giving a detailed overview of what should be taught. Where possible, links are made across the curriculum, including ICT.

Planning includes long term and medium term.

MONITORING AND EVALUATION

By the end of each key stage, pupils are expected to have knowledge of, apply and understand the matters, skills and processes specified in the relevant programme of study.

Planning is monitored regularly by the subject leader and is scrutinised annually by the subject leader, in discussion with all teaching staff. Planning is to include all cross curricular work and risk assessments where necessary.

Items of construction work, food work and models will be photographed, and saved as evidence.

Assessment sheets are used in line with the National Curriculum 2014 requirements.

CURRICULUM LINKS

Teachers will fulfil the requirements of the National Curriculum 2014 programmes of study and, where appropriate, they will seek to take advantage of cross curricular links.

Teachers can integrate and apply Design and Technology within the framework of the creative curriculum where it is appropriate. Provision for this planning is made on creative curriculum Long Term Plans and with referenced and relevant objectives.

Opportunities to use ICT to support teaching and learning in Design and Technology will be planned for and used as appropriate.

LINKS TO OTHER POLICIES AND DOCUMENTS

National Curriculum 2014

Design and Technology Association support for National Curriculum 2014

Teaching and Learning Policy

Assessment Policy

SEND Policy

Inclusion Policy

Equal Opportunities Policy

Health and Safety Policy

Marking Policy

All other Curriculum Policies