

RAMSEY MANOR LOWER SCHOOL **DESIGN AND TECHNOLOGY POLICY**

Ramsey Manor Lower School is committed to safeguarding children and providing a safe, secure and healthy environment for them.

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

RATIONALE

At Ramsey Manor Lower School we believe that, regardless of ability, ethnicity, gender, beliefs or personal circumstances, Design and Technology teaches children to make sense of the world around them through developing their ability to design, make and evaluate products. It enables children to understand the role that Design and Technology plays in their everyday lives. Children will be provided with a variety of experiences that will encourage them to reach their full potential in all aspects of the subject.

AIMS

Our aims in teaching Design and Technology at Ramsey Manor Lower School are to help each pupil to achieve their potential and to provide them with the necessary understanding, concepts, skills and confidence in order to use Design and Technology in everyday situations. A variety of teaching methods will be deployed to help pupils achieve success and will incorporate whole class, group and individual work. The aim is for children to not only make a high quality finished product which meets the need of the user but also to develop a range of transferable, practical and design skills which encourage curiosity, perseverance, cooperation and critical reflection and evaluation. There will be links with other subject areas, planned through our 'Creative Curriculum' approach.

IMPLEMENTATION

We use a variety of teaching and learning styles in Design and Technology, both indoors and outdoors. Wherever possible, we encourage our children to apply their learning to everyday situations. During our Design and Technology lessons we encourage children to ask as well as answer questions. They have the opportunity to use a wide range of resources including new technologies. 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. Wherever possible teachers provide equal access to the Design and Technology curriculum by differentiating appropriately for all children, including supporting less able children and extending the more able.

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INCLUSION

We aim to provide 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 are under-achieving and take steps to improve their attainment (as detailed in our SEN Policy). Gifted and more able children will be identified and suitable learning challenges provided (as detailed in our Gifted and Talented Policy).

RESOURCES

Children are taught how to use the equipment appropriately and independently. They will have access to a range of well organised, clearly labeled resources to develop their ability and to select the appropriate tools and materials for a task. Teachers use a diverse range of resources to cater for all the needs of the children.

CURRICULUM PLANNING

The Design and Technology Curriculum is a foundation subject in the National Curriculum. In the Early Years Foundation Stage, teachers follow the Early Years Foundation Stage Curriculum. The rest of the school uses the QCA programme of study as a basis for implementing the statutory requirements of the National Curriculum. Wherever possible links will be made through our 'Creative Curriculum' approach to teaching and learning.

MONITORING AND EVALUATION

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.

ASSESSMENT, RECORDING AND REPORTING

The principles of AFL underpin our methods for formal and informal assessment. Effective assessment will be achieved by:

- marking of written work and formal assessment tasks
- teacher observation whilst children are engaged in a practical activity, to assess whether particular skills are being used
- on-the-spot comments by the teacher to a group or individual, to extend, limit or change direction of the given task
- pupils are to be given the opportunity to assess their own work, and the work of their peers. e.g. Thumbs up, traffic light system
- discussions with the child, group or class. Plenary time is an ideal way of doing this
- teachers will make notes to identify children who exceed or do not meet objectives

At the end of each year teachers make a summary of each child's progress in a written report to parents/carers and to pass on to the next teacher in order to plan for the next school year.

Formal and informal meetings are held with parents/carers throughout the year to discuss progress.

CURRICULUM LINKS

While teachers will fulfil the requirements of the National Curriculum, where appropriate, they will seek to take advantage of cross curricular links. They will plan for pupils to

practice and apply the skills, knowledge and understanding acquired through Design and Technology lessons to other areas of the curriculum.

Provision for this planning is made on creative curriculum Long Term Plans with referenced and relevant objectives.

ICT

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

Teaching and Learning Policy
Assessment
Special Educational Needs Policy
Gifted and Talented Policy
ICT Policy
Equal Opportunities Policy
Health and Safety Policy
Marking Policy
Homework Policy
All curriculum policies