Broad Chalke CE VA Primary School
Design and Technology Policy 2019

Mission Statement: With the love of God we learn, care, grow and share.

Aims
To encourage all children to become autonomous and creative problem-solvers, both as individuals and as part of a team. To develop each child's ability to identify needs and opportunities and to respond by developing ideas and eventually making products and systems. To increase each child's understanding of aesthetic, social and environmental issues. This allows them to reflect on and evaluate past design and technology.

Objectives
- 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 technology processes, products and their manufacture and their contribution to our society;
- to foster enjoyment, satisfaction and purpose in designing and making.

Teaching and learning styles
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 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, listen to other children's ideas and treat these with respect. Children critically evaluate existing products, their own work and that of others. They have the opportunity to use a wide range of materials and resources, including ICT.

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 achieve this through a range of strategies:
- setting common tasks that are open-ended and can have a variety of results;
- setting tasks of increasing difficulty where not all children complete all tasks;
- grouping children by ability and setting different tasks for each group;
- providing a range of challenges through the provision of different resources;
- using additional adults to support the work of individual children or small groups.

Design and Technology curriculum planning
Design and technology is a foundation subject in the National Curriculum. We use the 2014 National Curriculum as a base for planning. Where possible, DT units are linked to humanities topics.

We carry out the curriculum planning in three phases: long-term, medium-term and short-term. The long-term plan maps out the units covered in the programme for each class, ensuring that children have complete coverage of the National Curriculum and do not repeat topics. The medium-term plans give details of each unit of work each term. The class teacher writes the weekly lesson plans, which list the specific learning objective for each class.

EY Foundation stage
We encourage the development of skills, knowledge and understanding that help reception children make sense of their world as an integral part of the topic work covered during the year.

We relate the development of the children's knowledge and understanding of the world to the objectives set out in the EYFS. These underpin the curriculum planning for children aged three to five. 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.

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

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 teach them to appreciate that all people are equally important, and that the needs of individuals are not the same as the needs of groups.

Teaching design and technology to children with special needs
We teach design and technology to all children, whatever their ability. Design and technology also forms part of our school curriculum policy to provide a broad and balanced education to all children. Teachers provide learning opportunities that are matched to the needs of the children.
We also offer opportunities to extend children who are More Able and Talented e.g. Braeside courses or Cluster provision.

Assessment and recording
Teachers assess children's work in design and technology through formative assessment. These assessments are used as the basis for a formal report for each child. The design and technology subject leader keeps evidence of the children's work in a subject leader's file. This demonstrates what the expected standard and breadth of work is in design technology in each year of the school.

Resources
Our school has a range of resources to support the teaching of design and technology across the school. Classrooms have a range of basic resources, with the more specialised equipment being kept in either the art resource cupboards or the DT resource trays outside class 5.

Health and safety
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. There are specific risk assessments for using hot glue guns and tools. All adults supervising children or leading workshops must be CRB / DBS checked.

Monitoring and review
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 Headteacher and the governor with responsibility for design technology. 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, providing a strategic lead and direction, monitoring progress within the subject, collating evidence, monitoring resources and producing a position statement. The subject leader is given 1 day of release time per year.

Ratified by the FGB: Spring 2016
Reviewed: Autumn 2016, Spring 2019
Next Review due: Spring 2022