

Design and Technology Policy



**Providing the rich soil that enables
our children to develop deep roots and flourish.**

Chair of Governor: Dr Holmes

Approved by: Standards Committee

Approved on: Autumn 2 2020

Review Date: Autumn Term 2023 by Standards Committee

Other relevant policies: Safeguarding Policy, Special Educational Needs and Disabilities, Behaviour Policy, Remote Learning Policy, Amberley Immersion Curriculum, Homework, Teaching and Learning and Assessment

Design and Technology Policy

Introduction

This policy is written in conjunction with the Amberley Curriculum policy which states our Intent, Implementation and Impact for our Amberley Immersion Curriculum.

As a Church school we identify Christian Values that underpin the whole school and the wider community. These values inform our school's vision, aims and ethos. The values that relate particularly to this policy are Perseverance, Courage and Respect.

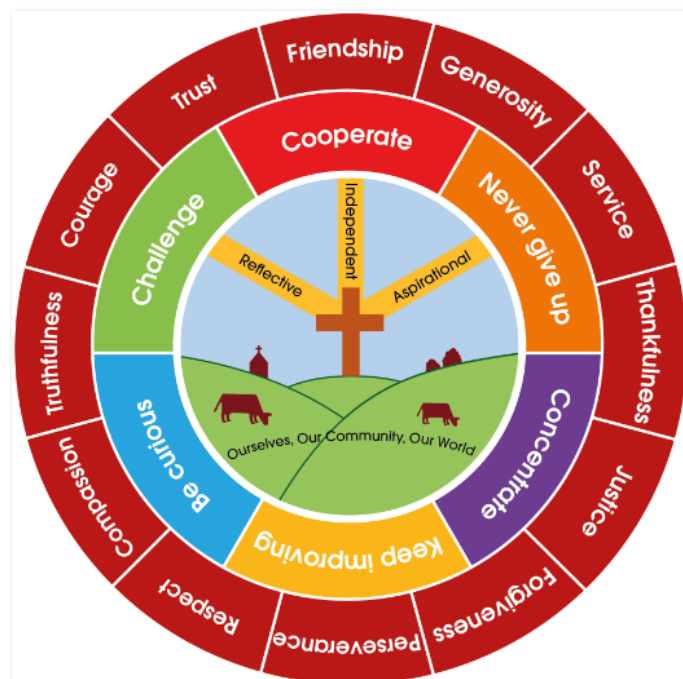
Our Learning Powers underpin the attitude to learning that the children are fostered to develop at Amberley Parochial School. In all design and technology lessons, the Learning Powers of Curiosity, Challenge, Never Giving Up, Co-operation, Concentration and Keep Improving continually utilised for the children's development within the subject.

Curriculum Intent

The Amberley Immersion Curriculum has been designed and developed taking into consideration pupils, parents, staff and governing board views and opinions as well as meeting statutory requirements.

We have ensured that our Immersion Curriculum encompasses the School Vision Wheel which has been established alongside our Biblical teaching of 'The Sower'. These support our pupils learning journey, embracing values and learning skills for life. We are driven as a community to ensure that our pupils recognise that they have unique skills to benefit themselves, to support their community and to give to the wider world. This is embedded within our intent and implementation of our Immersion Curriculum.

The Amberley Vision Wheel



D and T Intent

For all learners to...

- work with tools, equipment, materials and components to make quality products,
- making creative and informed choices on the way
- pupils to critique, evaluate and test their ideas and products and works of others
- foster enjoyment in designing and making things for a specific purpose
- pupils to have progressive development of knowledge and skills of the DT curriculum
- pupils learn to take managed risks becoming resourceful and innovative learners

At Amberley, each unit of design and technology contains the key elements of: mastering practical skills, design, make, evaluate and improve, and taking inspiration from design through a topic of either food, materials, textiles, electrical and electronics, computing, construction and mechanics.

The majority of these skills are taught through Outdoor Learning with a specialist; however, some are more appropriate to bring indoors.

Curriculum Implementation:

All pupils are entitled to a broad and balanced curriculum, whatever their ability. At Amberley, we follow our Amberley Immersion Curriculum across the school. This is based on the National Curriculum Requirements. In addition, we have incorporated key milestones at the end of Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2. These milestones are skills that the children will be assessed against to obtain their attainment and progress.

The Amberley Immersion Curriculum has been mapped out over a two-year programme (Cycle A and B) so all pupils receive the required coverage of the National Curriculum. In addition, the skills and knowledge they are taught are progressive, ensuring continuity and progression across the school. Each unit has a focused planning sheet highlighting aims and objectives. In addition, rationale is included where appropriate.

All stakeholders have access to this information which is placed on the school's website. The Amberley Immersion curriculum was planned by all teachers after consultation with parents, pupils and governors.

DT Impact

The children of Amberley will understand and develop the traits and skills needed to become **a Design Technologist**. They understand that DT is about ***solving problems, and they strive to be creative, aiming to never show perseverance when solving these problems.***

The Early Years Foundation

At Amberley, our Early Years Foundation Stage curriculum aims to give young children a foundation in the core skills needed for an understanding of design and technology. Design and technology sessions will also be a vehicle to further develop the EYFS areas of: physical development, understanding the world and mathematical awareness. We aim to ensure that every child has access to creative and rich experiences that will then continue throughout their journey at Amberley.

Teaching

To ensure consistency and development of practice across the school, there are agreed procedures for common activities to ensure continuity and progression. This contributes to the development of understanding and confidence in the use of such procedures by both educators and pupils.

Whilst D and T will at times be related to other subjects through cross curricular links, teachers also plan specific activities to provide development of the skills, knowledge and understanding of D and T. These activities will take account of children's previous experience in D and T. Teachers will ensure that the objectives of the lessons and the criteria for achievement are clear to all pupils.

All pupils will be taught to use materials, tools and techniques for practical work safely and in accordance with health and safety requirements. All adults working with pupils in art will be made aware of the health and safety implications, will have access to any guidelines used by the school, and will be aware of the school's First Aid policy.

The school will make a risk assessment of tools used and advise on the way they may be used to make art. Pupils need to be shown how to use these tools safely to construct with card and wood to make sculptures. This should be with adult supervision and in line with the school Health and Safety and Outdoor Learning policy.

Special needs and equal opportunities

D and T is a way to communicate and respond to experiences. Every child's response is unique and activities in D and T are planned which allow pupils to respond according to their abilities, with appropriate differentiation by support, resources and outcome.

Teachers will provide instruction and guidance on technical processes to take account of individual needs. In line with the school's equal opportunities policy, all children will have an entitlement to all aspects of the art curriculum.

Assessment, Recording and Reporting

Assessing the children's achievement will be planned into lessons and used to guide subsequent lessons. Teachers record the progress that children make by assessing their work against the learning targets from the National Curriculum and Milestones. Teachers will make termly assessments of attainment and progress for each child. Children are always encouraged to self-assess and reflect on their achievements.

Resources

A range of basic resources are available in each classroom. They are presented in such a way that they are accessible and are maintained in good order. Additionally, less frequently used resources are kept centrally. It is the responsibility of each teacher to ensure that these are maintained to the same high standard as those in the individual classrooms.

Books and other visual materials to support learning are available in the classrooms and the library. When appropriate the school uses outside resources, visitors and links with community to support learning. As well as the wealth of inspiration offered by the natural surroundings of the school.