



Design Technology Policy

October 2021

Approved By:	Date:
Next review Due by:	October 2022
Any signature required:	



All things are possible for those who believe. (Mark 9:23)
Learning together we grow in faith.

School Ethos Statement

Our Little Heaton family nurtures a culture of Christian love and respect for each other and the world around us. Through togetherness, patience and compassion is encouraged. By providing creative experiences and challenge for all learners, children grow in resilience, learn to persevere and develop belief in themselves and build hopes and dreams for their future.

As a church school, Little Heaton CE Primary School seeks to promote Christian values and understanding, ensuring that these values permeate the life of the school. The school's ethos of love and care and its commitment to justice, responsibility and resilience are the foundation of its aims in educating the whole school community to make its proper contribution to society. We aim to create an environment in which each person, child and adult, can feel uniquely valued and in which diversity is celebrated.

Design Technology at Little Heaton enhances learners:

Design and technology is an inspiring, rigorous and practical subject. 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. At Little Heaton CE, they acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

Design Technology Facilitates Social and Cognitive Engagement

Design and technology education begins well before children begin their formal schooling. Children constantly explore their world through a variety of activities and it is vital for us to continue to extend this. The child's increasing understanding of the process of design and technology should match their intellectual and physical development throughout their primary education. Children discover the importance of teamwork, problem solving through Design Technology. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world.

Building a Good Work Ethic through Design Technology

Beyond the expressive and communicative qualities of Design Technology, Design Technology also teaches young children how to work. Children put forth time, effort and thought into the Design Technology work they do in school and this gives them a sense of pride and satisfaction. They learn the joy of work – work done to the best of one's ability, for its own sake, for the satisfaction of a job well done. It is for all of the reasons that the Design Technology education of our youngest citizens should be thought of as an essential part of a holistic education. If facilitated with care, it can offer a lifetime of benefits, enriching their lives for years to come.

All classes will have a scheduled with Design Technology lesson each week over three half terms alternated with Art & Design. Children's work and pictures of their work will be stored in dedicated Design Technology books for reference and assessment. We want to ensure that with Design Technology is embedded in our whole school curriculum and that opportunities for enhancing learning by using Design Technology are always taken. We base our teaching and learning style in with Design Technology on the key principle that good teaching in with Design Technology allows children both to learn new skills and use these to enhance learning across the curriculum. Our teaching enables children to extend their own sense of values and promotes their creative, technical and practical development.

Our teaching and learning styles in with Design Technology enable children to build on their own experiences and extend their knowledge and understanding of different creative, technical and practical expertise. We recognise the fact that all classes in our school have children of widely differing abilities, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways, for example, by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty (we do not expect all children to complete all tasks);
- providing resources of different complexity, adapted to the ability of the child;
- capturing and sharing all children's ideas, responses and opinions in a variety of ways and building on these in future lessons;
- allowing time and space for reflection;
- ensuring a variety of tasks to develop a child's understanding of the concept, using creative arts
- Using classroom assistants to support the work of individuals or groups of children.

Curriculum planning in Design Technology

We plan Design Technology curriculum using Kapow Arts. We ensure that the topics studied in Design Technology build upon prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that the planned progression built into the scheme of work offers the children an increasing challenge as they move through the school.

The Design Technology subject leader devises this plan in collaboration with teaching colleagues in each year group.

Our medium-term plans give details of each unit of work for each term. The Design Technology subject leader meets with teaching staff and reviews these plans on a regular basis.

Using the chosen materials the HLTA or class teacher writes the plans for every lesson and lists the specific learning objectives and expected outcomes.

Design Technology in EYFS at Little Heaton

We teach Design Technology to all children in the school, including those in the Reception class. Children in Foundation Stage regularly have the opportunity to explore and learn about the diverse content. In Reception classes, Design Technology is an integral part of the topic work covered during the year. As the Reception class is part of the Foundation Stage of the National Curriculum, we relate the Design Technology aspects of the children's work to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five.

Contribution of Design Technology to the teaching of other subjects

Design Technology contributes significantly to the teaching across the curriculum in our school by actively promoting the skills of reading, mathematics, science, history, speaking and listening. We encourage children to use Design Technology to explore other subjects.

Design Technology and Inclusion at Little Heaton

We teach Design Technology to all children, whatever their ability and individual needs. Design Technology forms part of the school's curriculum policy to provide a broad and balanced education to all children. Through our Design Technology teaching, we provide learning opportunities that enable all pupils to make good progress. We strive to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details see separate policies: Inclusion; Disability Non-Discrimination and Access; English as an Additional Language (EAL). When progress falls significantly outside the expected range, our assessment processes guide us to look at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is always matched to the child's needs. We ensure that all pupils are able to access to the full range of activities involved in Design Technology learning.

Assessment of Design Technology at Little Heaton

Children demonstrate their ability in Design Technology through a variety of different ways. Teachers regularly assess children's work in Design Technology by making informal judgements as they observe them during lessons, which will support the planning for the following lessons. Teachers will also assess children throughout a unit of work using the 'I know and I can' statements from Kapow Arts. The teacher will assess the work and will give the child written or verbal feedback to help guide progress. Older children are encouraged to make independent and guided judgements about how they might improve their work in the future. This information is used to assess the progress of each child, for setting new goals, and for passing information on to the next teacher at the end of the year.

Resources

We have sufficient resources in our school to be able to teach all our Design Technology teaching units. These are audited each year and additional resources purchased to enhance and support further learning. We keep resources for Design Technology in a central store where there is a box of equipment for each unit of work. A set budget is allocated each year to Design Technology, after an annual audit of Design Technology resources or requests for resources made by staff after training: the budget will be reviewed and further monies allocated. If this cannot be fulfilled then it will be added to next year's budget plan.

Monitoring and review

The Design Technology co-ordinator and the head teacher are responsible for monitoring the standards of the children's work and the quality of the teaching in Design Technology. S/he is also responsible for supporting colleagues in the teaching of Design Technology, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school. The Design Technology subject leader presents an annual report, which evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. School also has a Link Governor for Design Technology who liaises with the Design Technology Link teacher.