



Design and Technology Policy

Policy Creation and Review	
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Introduction

Design and Technology stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a special way of understanding and responding to the world. It enables children to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes. Children become involved in shaping their environments through design and technology activities. They learn to make informed judgments and aesthetic and practical decisions. They explore ideas and meanings through the work of artists and designers. Through learning about the roles and functions of design, they can explore the impact it has had on contemporary life and that of different times and cultures. The appreciation and enjoyment of the visual arts enriches all our lives.

Aims and Objectives

In the EYFS, children are given opportunities to use construction kits and materials such as paper, card, wood, dough, plasticine and food to make things of their own design linked to the world around them or stories. They acquire skills and understanding about the properties and uses of materials and how to join them together. They have a broad range of experiences using malleable materials and food.

Design Technology in KS1 is delivered through our topic sessions to give an exciting context for learning. Children are taught and given time to practise the skills they need to successfully make an object.

The pupils learn how to think imaginatively and talk about what they like and dislike when designing and making. They are given opportunities to build upon their early experiences of investigating objects around them. They explore how familiar things work and talk about, draw and model their ideas. They learn how to design and make safely and use technology, in its simplest form, as part of their designing and making.

The aims of design and technology for key stage one are:

- Use a range of materials creatively to design and make products.
 - Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
 - Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
 - Know about the work of a range of craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
- Develop, plan and communicate their ideas.
 - Work with appropriate tools, equipment, materials and components to make quality products.
 - Evaluate the process used and products created.
 - Gain knowledge and understanding of a variety of materials, including food
 - Investigate and evaluate a range of familiar products.

Health and Safety

Before using any equipment children are made aware of the safety rules and expectations of safe and sensible behaviour made clear.

Tools are only be used for their specific purposes.

Retractable knives are only be used by adults. Hacksaws, hand drills, vices, clamps, low temperature glue guns, hammers and hole punches are used with appropriate adult supervision.

Roles and Responsibilities

The design coordinator is responsible for:

- The monitoring of the standards of children's work and of the quality of teaching in design and technology.
- Supporting colleagues in the teaching of design and technology being informed about current developments in the subject, and providing a strategic lead, attending training, booking workshops and direction for the subject in the school.
- Monitoring books and design work within the classroom as well as planning again on a half term basis providing teachers with constructive feedback. The assessment for design and technology is done on a half term basis when each topic is complete. The skills go over a whole key stage.
- Attending CPD and other professional development courses, as well as liaising with other schools / subjects leaders about best practice.
- To ensure children are learning the skills needed for self-evaluation.
- To monitor displays and classroom environments.
- To organise trips to galleries or other opportunities for children to engage in.
- To organise a whole school / community art project.

The class teachers are responsible for:

- Planning and delivering activities to provide development of skills, knowledge and understanding.
- To ensure objectives of the lessons and the criteria for achievement are clear to all pupils.
- To assess children through verbal and written feedback, as well as on Target Tracker.
- Providing differentiation to ensure all lessons are accessible to all students.
- To value and display children's work and efforts as designers.

Planning and Delivery of Curriculum

- Design and technology is a foundation subject in the National Curriculum. At Odessa Infant School we use the national curriculum and are transitioning from one-off design lessons to more a structured and bespoke 3 to 6 week structure for lessons.
- We plan the activities in design and technology so that they build upon the prior learning of the children. While we give children of all abilities opportunity to develop their skills, knowledge and understanding, we also build planned progression into the scheme of work, so that there is an increasing challenge for the children as they move up through the school.

Differentiation

Differentiation is planned for so that pupil interest is maintained, their individual needs are met and to ensure that all pupils are challenged and achieve success.

CPD/Training of Staff

Staff development and training is provided in the following ways:

- school based INSET
- liaison with appropriate county and national services
- working alongside the subject leader to share good practise

Inclusion

- Inclusion is about every child having educational needs that are special and the School meeting these diverse needs in order to ensure the active participation and progress of all children in their learning.
- Inclusive practice in design and technology should enable all children to achieve their best possible standard; whatever their ability, and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation in, or progress in their learning.

Equal Opportunities

Where children have a physical disability or have SEND, we aim to provide resources and learning experiences that will support their learning. We do this by setting suitable learning challenges, responding to each child's different needs and providing learning opportunities that enable all pupils to make progress.

Assessment, Recording and Reporting

We assess the children's work in art and design whilst observing them working during lessons. As a class we discuss the progress made by children against the learning objectives for their lessons. At the end of a unit of work we make a judgement against the National Curriculum expected standards. Teachers are to assess children using Target Tracker.

Monitoring, Review and Evaluation

The monitoring of the standards of children's work and of the quality of teaching in design and technology is the responsibility of the subject leader. The work of the subject leader involves supporting colleagues in the teaching of design and technology, being informed about current developments in the subject, and providing a strategic lead, attending training, booking workshops and direction for the subject in the school. The design and technology subject leader gives the head teacher a half term summary report in which s/he evaluates the strengths and weaknesses in the subject, pupil voice, what went well, what needs to happen next and any extra curricula activities within the subject. The design and technology subject leader monitors books and design work within the classroom as well as planning again on a half term basis providing teachers with constructive feedback. The assessment for art and design is done on a half term basis when each topic is complete. The skills go over a whole key stage. Evidence is collected in individual sketchbooks and photographed display work and progress is measured against the National curriculum expected standard.

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