Design and Technology Policy

Date agreed by Governors: _____

Review date: _____

Governor signature: _____

Date of next Review: June 2017

General Introduction:

This policy supports the work of the school in promoting its mission statement, aims and values.

Mission statement:

St Michael's VC School endeavours to provide a happy, safe, caring and stimulating learning environment, based on Christian principles in which all members of the school community are valued as individuals and are encouraged to reach their full potential.

School aims:

At St Michael's we value every member of our school community and our aims are for every child, whatever their background or circumstances, to have the support they need to:

- o Develop their understanding of the value of leading a healthy lifestyle
- o Work and play in a secure and safe environment in which they are encouraged to develop moral values and mutual respect
- o Experience an exciting curriculum which fosters their enthusiasm, develops an enquiring mind and enables every child to achieve his/her full potential
- o Access an education for life which promotes British Values that enable all learners to become effective and reliable members of the wider community
- o Foster ambition and expectation to carry through to adult life

To achieve these aims all learners, staff, parents and governors will work together to promote our **core values** of peace, courage and respect.

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Expectations and Standards

Design and technology is an important area of children's learning as it helps them to learn how to take risks and become resourceful, innovative, enterprising and capable citizens. It is expected that during their time at St Michael's children are given opportunities to design make and evaluate products within relevant contexts.

Aims and Objectives

A high-quality design and technology education should be inspiring, rigorous and practical. Pupils will be given the opportunity be creative and use their imagination to design and make products that solve real and relevant problems within a variety of contexts. 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. Design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation. Our school aims for design and technology reflect those of the National Curriculum.

We aim for pupils to;
- develop the creative, technical and practical expertise needed to perform everyday
- tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design
- and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook.

Feedback and Marking:

We assess the children's work in design and technology by making informal judgments as we observe the children during lessons. Work will be differentiated by ability and once completed where appropriate, children should be provided with feedback which allows them to focus on the next steps in their learning.

Assessment and recording

Evidence of work completed should be retained as a record for the children in their topic books or art folders. We assess children's work in design and technology by making informal judgements as we observe them during each lesson. These judgements inform future planning.

Resources

We have a central store of resources and tools to be able to teach design and technology across the school. Teaching staff order more specific resources for their topics using their yearly class budget and are also able to request new resources required rough the school's Subject Coordinator.

Planning, Progression and Continuity

Planning will follow the National Curriculum 2014, which is divided into separate objectives for KS1 and KS2. Teachers can refer to their objectives by looking in the curriculum X: folder (Curriculum X-Curriculum Overviews-Design and technology Curriculum Overview).

We carry out the curriculum planning in design and technology in three phases: long-term, medium Term and short-term.

Our long-term plan maps out the themes covered in each term during the key stage and which

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subjects will take a driving role in each topic.

Our medium term plan is integrated with topic planning. These plans ensure an appropriate balance and distribution of work across each term. The design and technology subject leaders are responsible for reviewing these plans.

As part of weekly topic planning class teachers complete a daily plan for each art and design lesson. These list the specific learning objectives for each lesson and give details of how to teach the lessons. The class teacher keeps these individual plans, and highlights the objectives they have covered on a central tracking document to allow the subject coordinator to track planning and ensure curriculum coverage. His tracking is saved in the curriculum X: folder (Curriculum X- Curriculum Overviews- Art and design Curriculum Overview).

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 plan for progression with our year group topics in topic planning, so that there is increasing challenge for the children as they move through the school.

Foundation Stage:
Design and technology can be found in the Early Years Foundation Stage within the specific area of learning 'expressive arts and design'. Expressive arts and design involves supporting children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas, and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology. This area of learning is split into Exploring media and material and being imaginative. Goals in both areas form a great foundation for learning that continues as children move through the national curriculum design and technology objectives.

Inclusion
At St Michael's Primary School we teach design and technology to all children, whatever their ability. Design and technology forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our teaching we provide learning opportunities that match the needs of children with learning difficulties and we take into account the targets set for individual children in their Individual Educational Plans (IEPs).

Role of Subject Leader
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 design and technology subject leader also involves supporting colleagues in the teaching of design and technology, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The team responsible for design and technology gives the Head teacher an annual report which evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.

Role of Teacher
- Teachers are responsible for the learning and progress in design and technology for all the children in their class, as well as planning and resourcing appropriately differentiated learning opportunities.

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Design and Technology Safety Policy

Introduction:
This policy supports the work of the school in promoting its mission statement, aims and values.

Mission statement
St Michael's VC School endeavors to provide a happy, safe, caring and stimulating learning environment, based on Christian principles in which all members of the school community are valued as individuals and are encouraged to reach their full potential.

School aims:
At St Michael's we value every member of our school community and our aims reflect those of 'Every Child Matters', which is for every child, whatever their background or circumstances, to have the support they need to:

- Develop their understanding of the value of leading a healthy lifestyle
- Work and play in a secure and safe environment in which they are encouraged to develop moral values and mutual respect
- Experience an exciting curriculum which fosters their enthusiasm, develops an enquiring mind and enables every child to achieve his/her full potential
- Access an education for life where they are able to learn how to become effective and reliable members of the wider community
- Foster ambition and expectation to carry through to adult life

To achieve these aims all learners, staff, parents and governors will work together to promote our **core values** of caring, happiness, understanding and compassion, responsibility, working together and perseverance.

Aim of this policy:
The aim of this policy is to provide a basis for supporting all staff in the development of safe working practices within Design and Technology.

Policy:
The Governors have approved this policy. It will be monitored and reviewed by the Headteacher and Co-ordinator for Design and Technology. Any amendments will be brought to the attention of the Governors for their approval.

Responsibilities:

Headteacher
The Headteacher has the responsibility for ensuring the school's Design and Technology Policy is developed, monitored and reviewed and that it results in safe working practices within the classroom.

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Co-ordinator
The Co-ordinator's responsibilities include making regular checks on specified equipment; to act as a point of reference regarding safety concerns; and to disseminate information on good practice and new regulations.

Teachers
Teachers' responsibilities include the identification of safety issues within programmes of Study; the provision of a safe working environment; responsibility for identifying and maintaining safe practices; the education of children in safe working practices; providing a role model; and keeping up to date with new regulations and recommended safe working practices.

Pupils
Pupils should be encouraged to develop an ability to anticipate unsafe situations both for themselves and others.

Teaching Assistants and Parent Helpers
Teaching Assistants and parent helpers should support and work within the guidelines of the school's Health and Safety Policy and the Design and Technology Safety Policy.

Pupils with Special Educational Needs:
Pupils with physical difficulties or health problems need to be identified and their individual needs met.

Procedure:
Members of staff, children parents and other helpers are required to report any potentially hazardous or dangerous situations to either the Design and Technology Co-ordinator or the Headteacher, who is the Health and Safety Co-ordinator.

Staff Meetings:
Review of policy, identification of potential areas, e.g. looking at curriculum content, deciding hazards and what precautions need to be taken and how to monitor situations, will be placed on the agenda of staff meetings on an annual basis.

Guidance:
This policy and the guidance on all Health and Safety policies will be also included in the Staff Handbook.

All Health and Safety Policies will be made available on request.

The school considers safety to be of importance throughout the day. It is not an issue that only arises when children are involved in practical activities.

Risk assessment forms are available from the office for teaching staff to make risk assessments of Design and Technology activities they wish to undertake.

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Review and Monitoring:
Health and safety issues relating to Design and Technology will be monitored by the subject co-ordinator and related to the Headteacher.

The Design and Technology Co-ordinator will be responsible for reviewing this policy on an annual basis.

Signed: Date:

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