LANGLEY SCHOOL
DESIGN AND TECHNOLOGY POLICY

Introduction

"The nature of design and technology is such that it should provide opportunities for pupils to engage in activities that are challenging, relevant and motivating. This should give pupils enjoyment, satisfaction and a sense of purpose."
(DATA Primary Guidance, p4).

The Design and Technology curriculum provides opportunities to promote many other important areas, including PSE development, language and communication and key skills such as enquiry, evaluation, reasoning, information processing and problem solving. (See p8 of Design and Technology – Excellence in Schools).

Our aim at Langley School is to provide such a model that allows our children opportunities to explore practically and to become increasingly competent in the development of skills, in their knowledge, understanding and use of materials, tools and equipment, and later on, in designing, making and evaluating skills,

Aims

For the children to:

1. Be taught the necessary basic skills required to access the D.T. curriculum.
2. Be given opportunities to learn and practise particular skills.
3. Be given opportunities to develop their own ideas.
4. Become increasingly independent and confident of their own abilities.
5. Be encouraged to put their knowledge and understanding to work in order to develop products that meet real needs.
6. Be given opportunities to investigate and evaluate a wide range of products to help focus their own designs.
7. Use a wide range of materials including food, textiles, reclaimed materials and sheet materials.

Organisation

Design Technology is to be a whole process, although skills need to be taught first in order for this to happen successfully. D.T. tasks and activities often relate to whatever topic is being studied. Children will be encouraged to develop ideas and practise skills based on real needs, as unless a task is "concrete" and based on what they have already experienced, it will have little meaning to our pupils.

In the Early Years Foundation Stage DT is covered within knowledge and understanding of the world; creative development and within some aspects of Physical Development (using equipment and materials). Early skills are taught through first-hand, practical, tactile experiences, alongside discussion at appropriate levels, and will be an integral part of the child's learning. Children will be taught specific skills such as simple joining, cutting and assembling techniques. They will be encouraged to manipulate construction kits, taught to

use and identify simple tools and will use a variety of simple materials to make things.

Designerly Thinking – in which children explore and investigate familiar products – is introduced during the Foundation Stage, and is often linked to topics.

Alongside skills based activities, children working on the KS1 curriculum will be introduced to designing and making as a practical activity. They will have first-hand experience of using a range of materials, investigating the working characteristics of materials and applying their skills, knowledge and understanding to design and make tasks. They will be encouraged to discuss what they want to do, how they are doing it, and to reflect on and evaluate their design.

Children on the KS2 curriculum will continue to use practical and first-hand experience, but will be introduced to a wider range of materials and skills. They will be encouraged to communicate their own ideas through their designs, draw on a wider variety of resources when planning, becoming more independent in their work and take into account a wider range of needs and purposes when planning and evaluating.

Therefore, as our pupil's progress through school, they will be given increased responsibility for their learning, increased complexity of task, increased use of skills/tools/applications and a decreasing level of intervention, as appropriate. They will also be given opportunities to work as individuals and in groups of varying sizes (especially in KS2). Paramount, however, will be the importance of working at their own level and support (where needed) is vital. This ensures that our pupils experience success, avoid frustration and progress through school at a rate that is appropriate to them as an individual.

Due to the nature of Design and Technology, the children's learning will have direct links with other curriculum areas, especially Science, Art, Mathematics and at Langley, language as our pupils will be stimulated to talk for a real purpose.

Teaching will vary according to age and experience, but may involve weekly lessons, carrying through a theme, skill or idea, or blocks of days/weeks in which an area is fully explored and developed as a "mini topic".

ICT

Pupils will be given opportunities to apply and develop their ICT capability through Design and Technology tasks. ICT will be embedded in the planning, so that it becomes part of the children's designing and making, and as they progress through the school they will use ICT based sources in a wider range of activities-for example in developing ideas and in finishing techniques.

Safety

At Langley, a high degree of attention must be paid to safety, not only in terms of teaching children how to use tools and materials correctly, and in observing high standards of hygiene where food technology is concerned, but also in staff awareness of careful supervision at all times. Some tools will be freely accessible to pupils, some will be used by pupils under supervision and some will be teacher only tools, for example hot-glue guns. Parents have all given consent for their children to participate in food tasting activities, and have made staff aware of any food allergies or cultural restrictions.

Resources

The practical room is fully resourced for whole class food-based, and all other D.T. based activities. All boxes and cupboards are labelled using 'communicate-in-print', to ensure children can locate what they need as independently as possible. Also available and accessible, is a pack of resource boards and symbols to aid in planning activities and to help children to locate the correct resources by matching symbols to those on the cupboard doors/boxes.

Entitlement

The teaching of Design and Technology within the context of the policy for equal opportunities at Langley School will ensure equality of access to the subject, regardless of race, gender, class or special need. We have a range of specialist equipment to meet the specific needs of left handed children and those with fine motor difficulties.

Assessment

Evidence of pupil achievement will be recorded termly, by way of p levels, leading to the use of level descriptions as appropriate. These have been expanded to provide clearer guidance when assessing. The DT coordinator will be responsible for monitoring each department's lesson plans, to ensure that a full range of experiences is on offer.

There will be opportunities within each DT topic to assess specific skills, e.g. cutting, joining as well as ongoing informal assessments, such as marking of designs and ideas.

Reporting is done informally in the autumn and spring terms via Open Afternoons and in the summer term through a Parents' Evening and a written report.

All the schemes of work at Langley are underpinned by the human rights of everyone under 18 years of age as outlined in the United Nations Convention on the Rights of the Child. The relevant articles from the Convention will be referred to as appropriate within specific planning.

Revised by Claire Mistry 2017