



Green Oaks Primary Academy

Design Technology Policy

Persons Responsible:

Principal

DT Co-ordinator

Next Review Date:

October 2024

Policy Author:

Mrs A Dickens

Review Dates:

October 2020 (AD)

October 2021 (AD)

October 2022 (AG)

October 2023 (AG)

*“Design is not just what it looks like and feels like.
Design is how it works.”*

Steve Jobs, Co-founder of Apple, Inc

Policy Statement

Design Technology stems from creativity and ideas, turning them into working, functional products. It provides opportunities to think critically and demonstrate resilience in solving problems and shows a way of understanding and responding to the world. It gives pupils the opportunity to communicate thought processes and ideas into products using skills learnt in science, technology, engineering, art and maths.

Pupils become involved in shaping their environments through design activities. They learn to make a series of links from the design to the manufacture. They explore ideas and meanings through their exposure to the other designers and design concepts and inventions through history.

Through learning about the roles and functions of design technology, they can explore the impact it has had on contemporary life and that of different times and cultures. They understand and appreciate the impact design technology has on modern day living and how it can shape the future.

Objectives

The quality teaching of Design Technology at Green Oaks will

- enable pupils to record from first-hand experience, observation and from imagination
- give pupils the opportunity to experiment and explore before making independent informed choices
- develop creativity and imagination through a range of activities
- improve the pupil's ability to control materials and develop techniques
- increase pupil's critical awareness of the roles and purposes of design in different times and cultures
- incorporate DT into the curriculum across a range of subjects
- raise our pupils' cultural capital by exposing them to a range of cultural designers and to foster an enjoyment and an appreciation of their works
- develop their skills to be able to evaluate and critique their work and that of peers, whilst remaining respectful

Teaching and Learning

Teaching staff at Green Oaks Primary Academy use a variety of teaching and learning styles in Design Technology lessons. Our principal aim is to develop the pupil's knowledge, skills and understanding DT. We ensure that the act of researching and making something includes exploring and developing ideas and evaluating and developing work. This is encapsulated in their DT journal or in their Class Notebook.

We deliver this through a mixture of whole-class teaching and individual/group activities tailored to the needs of our pupils. Examples of high-quality individual performances and those demonstrating aspiration and ambition are used as models for other pupils.

Teachers recognise that their pupils have differing abilities, and these are tailored for by providing suitable learning opportunities and matching the challenge of the task to

the ability of the child. A number of strategies can be utilised but may include the use of setting of common tasks that are open-ended and can have a variety of responses; setting tasks with varying degrees of challenge; grouping pupils of differing abilities to bring a range of skills to collaborative works and using additional adults to support.

Teachers encourage pupils to evaluate their own ideas and methods, and the work of others, and say what they think and feel about them whilst maintaining our school value of respect. We give pupils the opportunity within lessons to work independently and collaboratively, on a variety of scales and on different challenges. Pupils are given access to a wide range of materials and resources, including ICT.

Design Technology Curriculum

Design Technology is a foundation subject of the National Curriculum. We have incorporated the national scheme in to the circumstances of our school and to ensure we focus on our curriculum drivers: culture, diversity and environments.

We carry out curriculum planning in DT in three phases: long term, medium term and short term.

Long term planning maps outline the coverage for the year groups showing the Threshold Concept. These are developed with the Class Teacher and the Subject Leader making thematic topic links wherever possible.

Our medium-term plans give details of each unit of the work for each term and refine the Threshold Concepts by outlining the milestones for each subject area. The Subject Leader is responsible for ensuring coverage is met, links are made to other subject areas to enhance knowledge, understanding and experience a diverse range of designs throughout history.

Finally, short term planning is completed by Class Teachers for a series of lessons. These give the specific Learning Intention for the lesson and gives details of how the lessons is to be taught.

We plan the activities in DT so that they build upon the prior learning of the pupils. While we give pupils 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 pupils as they move up through the school. Children in Key Stage 1 and Key Stage 2 use DT journals to gather and stimulate ideas prior to creating the end product. Skills are developed in various activities which afford the children greater control of materials and equipment.

Early Years Foundation Stage

Creativity in the EYFS is encouraged as part of the Foundation Stage of the National Curriculum. The creative development of the pupils is related to the objectives set out in the Early Learning Goals, which underpin the planning for pupils aged three to five.

The range of experience encourages pupils to make connections between one area of learning and another and so extends their understanding.

We provide a rich environment in which we encourage and value creativity. Pupils experience a wide range of activities that they respond to, using the various senses. The activities that they take part in are imaginative and enjoyable.

Cross Curricular Links

Whenever possible, Long Term Plans use a thematic approach to immerse pupils into a topic, giving them the opportunity to make links and deepen their knowledge. However, we recognise that this may not always be the case and that the teaching of the skill is the

most vital part so occasionally a series of lessons maybe planned which may stand alone.

English

DT contributes to the teaching of English in our school by encouraging pupils to ask and answer questions about the starting points for their work. They have the opportunity to compare ideas, methods and approaches in their own work and that of other pupils, and to say what they think and feel about them. They are encouraged to develop their speech and language by using subject specific art vocabulary.

Humanities

Throughout history architecture and design has had an influential impact on how society is now. Within humanity topics, DT links can be made to recognise how technology through the years has changed. Local links can be fostered so pupils understand how design has impacted on their community and environment.

Maths

DT contributes to the teaching of mathematics in our school by giving opportunities to develop the pupil's understanding of shape and space through work in two and three dimensions. It develops the vocabulary of position, direction and symmetry when discussion models. DT also helps to develop a deeper understanding of measurement by using it in a real-life context.

ICT

We use ICT to support art teaching when appropriate. Pupils use devices to explore shape, colour and pattern in their work. Older pupils collect visual information to help them develop their ideas by using digital and video cameras to record their observations. Pupils use the internet to find out more about inventions and designers. They have the opportunity to record exploration on products through history and the designers in their Class Notebook.

Spiritual, moral, social and cultural development

The teaching of DT offers opportunities to support the social development of our pupils through the way we expect them to work with each other in lessons. Groupings allow pupils to work together and gives them the chance to discuss their ideas and feelings about their own work and the work of others. Their work in general helps them to develop a respect for the abilities of other pupils and encourages them to collaborate and co-operate across a range of activities and experiences. The pupils learn to respect and work with each other and with adults, thus developing a better understanding of themselves. They also develop an understanding of different times and cultures through their work on inventions, architects and designers.

Assessment and Recording

Teachers assess pupils' work in DT whilst observing them working during lessons. Front sheets for each unit are inserted into the pupil's sketchbook and the Teacher can record success using the triangle method of feedback. Feedback is most effective when given verbally to pupils at the time of the learning, however if written feedback is recorded then opportunities for challenge and more critical thinking should be considered.

Assessment is recorded on the DT Foundation Subject Tracker using numeric scaling representative of the feedback triangle. (1 Learning Intention not achieved, 2 Learning Intention partially achieved, 3 Learning Intention fully achieved).

Over the academic year the Teacher will build a profile of the pupil as a designer and consider an annual assessment which is passed onto the parents in the child's annual report.

Resources

We have a wide range of resources to support the teaching of DT across the school. Specialist equipment, including tools is kept in the Art and DT cupboard. The storeroom and cupboards are accessible to pupils only under adult supervision. It also remains the responsibility to all users of DT curriculum resources to ensure the consistent order of the storage area. This helps identify low stock levels but more importantly maintains a safe working environment.

More specialist materials for units of work should be ordered as and when by the Teacher delivering the sessions due to storage.

Monitoring and Review

The monitoring of the standards of the pupils' work, the quality of teaching, the progression of skills through coverage and the exposure to a range of diverse designers is the responsibility of the Subject Leader. The role of the Subject Leader is not only to ensure the requirements of the National Curriculum are met but also includes supporting colleagues in the teaching of Design Technology, informing others about current developments in the subject and ensuring the subjects profile remains high and engaging.

The Subject Leader and Principal will meet throughout the year to evaluate the subjects and to discuss key development points and actions. The Subject Leader will gather evidence from monitoring, book scrutiny's, pupil and adult voice. The Subject Leader will use these findings to provide a strategic lead and direction for the subject in the school.

As a school we will endeavour to monitor the opportunity for celebrating the design work and creativity of pupils by creating attractive displays and to seek opportunities to introduce the children to new crafts, designers and projects.