



**BIRCH COPSE PRIMARY SCHOOL**  
**DESIGN AND TECHNOLOGY POLICY**

**Version**

Version: 1.1

**Status:**

Good Practice

**Introduction**

This policy should be read in conjunction with the School's Teaching and Learning Policy statement which deals with matters common to all subjects. It was compiled by the Headteacher and staff, and approved by the governors.

Design and Technology will be taught in accordance with the National Curriculum Programmes of Study. Progress will be monitored towards achievement at each level. Due regard will be paid to the advice received from the statutory bodies.

**Aims and Objectives**

Design and Technology is taught in such a way at Birch Copse as to reflect the vision, aims and values of the school and with due regard to the Every Child Matters agenda.

**Aims**

The aims of Design and Technology are:

- To develop enquiring minds in children and to enable them to talk about what they like and dislike when designing and making.
- To enable children to talk about how things work and to draw and model their ideas.
- To encourage children to select appropriate tools and techniques for making a product, while following safe procedures.
- To explore attitudes towards the made world and how we live and work within it.
- To develop an understanding of technological processes, products and their manufacture, and their contribution to our society.
- To foster enjoyment, satisfaction and purpose in designing and making.

**Planning and Organisation**

**Planning**

Planning for Design and Technology is carried out following the scheme of work, policy and guidance notes for Design and Technology. These documents are the responsibility of the Design and Technology subject leader. Subject leaders provide support for teachers, who work with reference to the National Curriculum to develop medium term plans. Class teachers are responsible for short term planning.

**Pupils' experiences**

In Foundation Stage Design and Technology is taught within the physical and creative areas of the Foundation Stage Profile.

During Key Stage 1, the children will learn how to think imaginatively and talk about what they like and dislike when designing and making. They build on their early childhood 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 could start to use ICT as part of their designing and making.

During Key Stage 2, pupils work on their own and as part of a team on a range of designing and making activities. They think about what products are used for and the needs of the people who use them. They plan what has to be done and identify what works well and what could be improved in their own and other people's designs. They draw on knowledge and understanding from other areas of the curriculum and use computers in a range of ways.

#### Cross-curricular links

Cross-curricular links are embedded in the planning, teaching and learning of Design and Technology. Medium term plans are adapted and linked to topics where appropriate.

#### Information and Communication Technology

The use of ICT and the teaching of ICT should enhance, develop and support pupils' learning of Design and Technology.

#### Homework

Appropriate homework will be set by the class teacher to enhance and develop children's learning in Design and Technology following guidelines from the school's homework policy.

#### **Equal Opportunities and Special Needs**

Every pupil will be given equal opportunity to follow the National Curriculum or Foundation Stage Curriculum irrespective of their ethnic or linguistic background, gender, disability or religious beliefs. Children with Special Educational Needs will have full access to the Design and Technology curriculum. Those identified as Able, Gifted and Talented in Design and Technology will be given opportunities to develop their skills.

#### **Assessment, Record Keeping and Marking**

Assessment, record keeping and marking will be carried out according to the school's policies. In alignment with National Curriculum requirements, teacher assessment will be the basis by which the performance of pupils' achievement in Design and Technology is assessed.

#### **Monitoring**

The monitoring of Design and Technology will take the form of classroom observations, monitoring of planning, work sampling, learning walks and monitoring of displays. The subject leader is responsible for the monitoring of Design and Technology. Evaluation of monitoring will take the form of a report to be shared with teaching staff and governors.

#### **Other Policies and Documents**

Please also refer to the following policies and documents:

School based:

Design and Technology Guidance notes, Design and Technology Scheme of Work, KS1 and KS2 topic cycles, Curriculum policy, Assessment, Recording and Reporting policy, Able, Gifted and Talented policy, Special Education Needs policy, Marking policy, Homework policy

Other:

National Curriculum

#### **Role of the Design and Technology Subject Leader**

- To audit, order, organise and store resources appropriately
- To manage the Design and Technology budget effectively
- Advise and support colleagues
- To raise awareness of any relevant training for staff
- To keep up to date with current thinking in the teaching and learning of Design and Technology and keep staff informed of changes in the curriculum
- To keep the Design and Technology subject leader's file up to date
- To monitor and evaluate Design and Technology standards throughout the school
- To organise any school-wide events associated with Design and Technology.

**Responsible officer**

DT Subject Leader

**Date of last review: February 2015**

**Dates of amendments: 9<sup>th</sup> February 2010**

**Date of next review: February 2018**