

JUNE 2020



DESIGN & TECHNOLOGY POLICY

HORIZONS EDUCATION TRUST
AMERICAN LANE, HUNTINGDON, CAMBRIDGESHIRE PE29 1TQ

1. INTRODUCTION

Design and Technology (DT) at Spring Common Academy supports our young people to think creatively and encourage them to make positive changes to their quality of life.

The subject encourages autonomy, creative problem solving, and working as an individual or as part of a team. It supports pupils to identify needs and opportunities, and respond to these by developing ideas, products and systems.

The study of design and technology combines practical skills with an understanding of functions, industrial practices and aesthetic, social and environmental issues.

This allows them to reflect on and evaluate present and past design and technology, its uses and its impacts.

2. RATIONALE

DT supports our pupils towards becoming discriminating and informed consumers who are solution-focused.

3. AIMS AND OBJECTIVES

The aims of design and technology are:

- To develop pupils' capacity to make informed choices about likes and dislikes;
- To support pupils to model workable ideas;
- Use and explore a range of materials, resources and equipment safely, including selecting the appropriate tools and techniques for a task.
- 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.

4. HEALTH AND SAFETY

Pupils are explicitly taught how to follow proper procedures for the use of equipment, techniques, and food safety and hygiene, along with thorough demonstration and appropriate supervision.

Activities and equipment will be risk assessed as required, as per the Health & Safety Policy.

5. CURRICULUM OFFER

DT is delivered alongside Humanities in KS2; it is timetabled as a discrete subject in KS3.

- For students following a pre-formal pathway, we recognise that the curriculum offered to these students develops the early learning skills appropriate to supporting the delivery of DT.
- For students following a semi-formal pathway, skills development linked to DT is planned for through topic webs.
- For students following a formal pathway, discrete medium term plans covering half-termly topics are available.

We recognise that DT lends itself to cross-curricular learning, including, but not limited to Literacy, Numeracy, Science, Information and communication technology (ICT), and Personal, social and health education (PSHE) and citizenship.

All pupils have the same opportunity to benefit from the inclusion of DT related skills and learning as part of their curriculum. Suitable learning are provided by matching the challenge of the task to the ability of the child. DT tasks are open-ended with a variety of end result.

Please see Appendix 1 for information on supporting pupils on the autism spectrum with learning in DT.

6. EVALUATION & MONITORING

The DT Policy and provision will be monitored the Senior Management Team and identified staff members.

Appendix 1

Teaching DT to Children with Autism Spectrum Conditions (ASC)

General guidance on the approach to teaching and learning for children with ASC may be found within the school's Autism Handbook. In DT, students with ASC demonstrate the following characteristic learning and thinking styles:

- A relative strength in concrete thinking, for example, fieldwork and direct interaction with their environment.
- A preference for visually as opposed to orally presented materials, for example, the use of artefacts and pictures.
- A relatively slow speed of processing of orally presented materials leading to partial or incomplete understanding of a spoken instruction.
- A relative strength in rote memory, for example, recalling a list of dates, places, and key words particularly if these are presented visually and using sequencing techniques such as timelines.
- A strength in understanding visuospatial relationships, for example, relative locations of places and features including on a plan.
- Difficulties in abstract thinking, for example, comprehension of themes or topics that they do not link to their own experience.
- Difficulties in social cognition, for example, understanding the motivations or needs of people at different times in History or different Geographical locations
- Difficulties in communication. Many people with ASC are reluctant writers, some ASC adults describe struggling to understand why they were expected to write down something they already knew.
- Unusual patterns of attention, for example, total absorption in a favourite activity and fleeting attention to something that is not preferred.

Students with ASC are often helped by:

- Use of video, ICT and interactive resources
- Clear and specific language supported by signs and symbols
- Access to artefacts and hands on experiences
- Routines
- Repetition
- Time limits

Policy agreed on: _____

Signed on behalf of the Trustees _____

Committee: _____

Author: _____

Review date (optional): _____

Website Y/N