DESIGN & TECHNOLOGY POLICY

SPRING COMMON ACADEMY TRUST
AMERICAN LANE, HUNTINGDON, CAMBRIDGESHIRE. PE29 1TQ

1. RATIONALE

Design and technology at Spring Common Academy Trust prepares children to take part in the development of tomorrow's rapidly changing world. Creative thinking encourages children to make positive changes to their quality of life. The subject encourages children to become autonomous and creative problem-solvers, both as individuals and as part of a team. It enables them to identify needs and opportunities and to respond by developing ideas and eventually making products and systems. Through the study of design and technology they combine practical skills with an understanding of aesthetic, social and environmental issues, as well as functions and industrial practices. This allows them to reflect on and evaluate present and past design and technology, its uses and its impacts. Design and technology helps all children to become discriminating and informed consumers and potential innovators.

2. STATEMENT OF INTENT

At Spring Common we support the health and welfare of our students. We do this by offering a comprehensive curriculum to our students to cover all aspects of their lives. It is within this framework that we give all students access to a Design and Technology Programme presented in such a way as to give due consideration for learning development and levels of ability.

3. AIMS AND OBJECTIVES

The aims of design and technology are:

- To develop imaginative thinking 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 develop their capability to create high quality products through combining their designing and making skills with knowledge and understanding.
- To encourage children to select appropriate tools and techniques for making a product, whilst following safe procedures.
- Use and explore a range of materials, resources and equipment.
- 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.
- Use the internet to explore ideas and already made products.
- To foster enjoyment, satisfaction and purpose in designing and making.

Design & Technology Policy

4. HEALTH AND SAFETY

At Spring Common Academy Trust the general teaching requirement for health and safety applies in this subject. We teach children how to follow proper procedures for food safety and hygiene along with thorough demonstration and supervision of all technical equipment and tools used prior to student's application.

5. RESOURCES

There is a range of DT equipment stored within the Art, Science prep room and the upper school resources room. If the resources are not available, you will need to contact the school DT co-ordinator, who can order the required resources.

Resources are updated and increased within budgetary constraints.

6. CROSS CURRICULAR LINKS

Literacy

Design and technology contributes to the teaching of Literacy in our school by providing valuable opportunities to reinforce what the children have been doing during their Literacy lessons. Discussion, drama and role-play are important ways that we now employ for the children to develop an understanding that people have different views about design and technology. The evaluation of products requires children to articulate their ideas and to compare and contrast their views with those of other people. Through discussion children learn to justify their own views and clarify their design ideas.

Numeracy
In Design and Technology we use Numeracy to help use create nets of shapes in order to create packaging. Numerical equipment is also used in Design and Technology lessons when weighing and measuring.

Science
Science helps us in Design and technology lessons to look at and drawing electrical circuits. It also helps us to think more about using materials to create structures which withstand a force.

Information and communication technology (ICT)
We use ICT to support design and technology teaching when appropriate. Children use software to enhance their skills in designing and making, and use draw and-paint programs to model ideas and make repeating patterns. They use

Design & Technology Policy

databases to provide a range of information sources and CD-ROMs to gain access to images of people and environments. Children use word processing package to plan and evaluate work through the design process and to collect information to help present their designs through draw-and-paint programs.

Personal, social and health education (PSHE) and citizenship.
Design and technology contributes to the teaching of personal, social and health education and citizenship. We encourage the children to develop a sense of responsibility in following safe procedures when making things. They also learn about health and healthy diets. Their work encourages them to be responsible and to set targets to meet deadlines, and they also learn through their understanding of personal hygiene, how to prevent disease from spreading when working with food. All other subject areas can be linked into the D & T scheme of work as it may be adapted to fit into every subject area.

7. PLANNING, RECORDING AND REPORTING

Medium term plans for units of work are written by the DT co-ordinator and monitored by the SMT

The DT class teachers are responsible for assessing all students and collating the evidence. This is used to form learning journeys and to demonstrate student's progression.

8. SPECIFIC CONSIDERATIONS AND IMPLEMENTATION

Students are offered an adapted curriculum appropriate to their individual needs and where possible these activities are integrated into the core lessons alongside their peers.

Special needs

All children at Spring Common will have the same chance to participate in Design and Technology. In all classes there are children of differing ability. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- Setting common tasks that are open-ended and can have a variety of results;
- Setting tasks of increasing difficulty where not all children complete all tasks;

Design & Technology Policy

- Grouping children by ability and setting different tasks for each group;
- Providing a range of challenges through the provision of different resources;
- Using additional adults to support the work of individual children or small groups. At our school we teach design and technology to all children, whatever their ability.

Design and technology forms part of the school curriculum to provide a broad and balanced education to all children.

Through our design and technology teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs. Intervention through School Action and School Action Plus will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to design and technology. We enable pupils to have access to the full range of activities involved in learning design and technology.

9. EVALUATION OF THE POLICY

The DT Policy will be continually monitored by the DT co-ordinator and the Senior Management Team.

Policy agreed on: __JULY 2015_____

Signed on behalf of the Trustees_____

Committee: __CURRICULUM_____

Author: _____

Review date (optional): _____

Website **Y**/N