

“A unique family working together to be the best”

Forest Lodge Community Primary School



Design and Technology Policy

Policy on Design and Technology

INTRODUCTION

This Design and Technology policy has been created with the staff and governors of Forest Lodge Community Primary School and will be reviewed biannually.

D.T. is one of the subjects in school concerned with visual communication, aesthetic sensibility, sensory perception, emotional and intellectual development, physical competence and critical judgement. Its particular contribution is concerned with:

- developing imagination and creativity;
- observation and recording of visual images;
- expression of ideas and feelings;
- interpretation of visual images;
- transformation of materials into images and objects;
- skills of planning and visualisation, evaluation and modification;
- intuitive and logical processes of designing ;
- study of the work of artists, designers and crafts people

Pupils' understanding and enjoyment of the world can be enhanced through their work in D.T. Through observing and recording their experiences of the world around them, they may come to know and understand its complexities.

In making images and artefacts and in finding equivalents for their perceptions in different media, pupils are engaged in practical thinking.

D.T. allows them to give form to their personal response to the world and to comment on and record their perceptions.

Pupils may see that through design there can be changes and improvements, they can take pleasure in producing good work through their increasing proficiency in craft and they may learn to value critically the contributions to society of artists, designers and craft workers.

1 Aims and objectives

1.1 The appreciation and enjoyment of the visual arts enrich all our lives.

Design and Technology should stimulate creativity and imagination. It should provide visual, tactile and sensory experiences, and a special way of understanding and responding to the world. It will enable children to communicate what they see, feel and think. Children will become involved in shaping their environments through design and technology activities. They will learn to make informed judgements, and aesthetic and practical decisions. They will explore ideas and meanings through the work of artists and designers. Through learning about the roles and functions of design, they can explore the impact it has had on contemporary life and on different periods and cultures.

1.2 Our objectives in the teaching of design and technology are:

- to enable children to record from first-hand experience and imagination
- to select their own ideas to use in their work;
- to develop creativity and imagination through a range of activities.
- to improve the children's ability to control materials, tools and techniques;
- to increase their critical awareness of the roles and purposes of art and design in different times and cultures;
- to develop increasing confidence in the use of visual and tactile elements eg colour, texture, form, pattern and shape;
- to foster an enjoyment and appreciation of the visual arts, and a knowledge of artists, craftspeople and designers.

2 Management and Organisation

- 2.1 The school uses a variety of teaching and learning styles in art and design lessons. Our principal aim is to develop the children's knowledge, skills and understanding. We ensure that the act of investigating and making something includes exploring and developing ideas, and evaluating and modifying work. We do this best through a mixture of whole-class teaching and individual or group activities. Teachers draw attention to good examples of individual performance as models for the other children. They encourage children to evaluate their own ideas and methods, and the work of others, and to say what they think and feel about them. We give children the opportunity to work, by themselves and in collaboration with others, on projects in two and three dimensions, and at different scales. Children also have the opportunity to use a wide range of materials and resources, including Information and Communication Technology (ICT) and artefacts, both modern and from other cultures and periods.
- 2.2 We recognise the fact that we have children of differing ability in all our classes, and we 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 tasks that are open-ended and can have a variety of responses;
 - setting tasks of increasing difficulty, where not all children complete all tasks;
 - grouping children by ability, and setting different tasks for each group;
 - providing a range of challenges with different resources;
 - having adults support the work of individual children or small groups.

3 Design and Technology curriculum planning

- 3.1 Design and Technology is a foundation subject in the National Curriculum. At Forest Lodge School, we use the new national scheme of work as the basis for our curriculum planning in Design and Technology and we implement the programmes of study through the International Primary Curriculum (IPC).
- 3.2 We carry out the curriculum planning in art and design in three phases: long-term, medium-term and short-term. Our long-term plan maps out the themes covered in each term during the key stages. Our subject leader devises this plan in conjunction with teaching colleagues in each year group.
- 3.3 Our medium-term plans, as outlined in the International Primary Curriculum (IPC), give details of each unit of work for each term. These plans define what we will teach, and ensure an appropriate balance and distribution of work across each term. The subject leader is responsible for keeping and reviewing these plans.
- 3.4 We plan the activities in D.T. so that they build on the children's prior learning. While we give children of all abilities the opportunity to develop their skills, knowledge and understanding, we also plan progression into the scheme of work, so that there is an increasing challenge for the children as they move up through the school.

4 The Foundation Stage

- 4.1 We encourage creative work in the reception class, as this is part of the Foundation Stage of the National Curriculum. We relate the children's creative development to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five. The children's learning includes art, music, dance, role-play and imaginative play. The range of experience encourages children to make connections between one area of learning and another, and so extends their understanding.
- 4.2 We provide a rich environment in which we encourage and value creativity. Children are engaged in a wide range of activities, and their responses involve the various senses. We give them the opportunity to study artists and different cultures. The activities that they take part in are imaginative and enjoyable.

5 Equal Opportunities

- 5.1 We teach Design and Technology to all children, whatever their ability and individual needs. D.T. forms part of our school curriculum policy to provide a broad and balanced education for

all our children. Our teachers provide learning opportunities that are matched to the needs of children with learning difficulties. We strive to meet the needs of all pupils with special educational needs, disabilities, special gifts and talents, and of those learning English as an additional language.

- 5.2 When the progress of a child falls significantly outside the expected range, then the child may have special educational needs. We assess the needs of each pupil, using a variety of techniques, and we take action to enable the child to learn as effectively as possible.
- 5.3 Intervention through School Action and School Action Plus will lead to the creation of an Individual Education Plan (IEP). This may include targets specifically related to performance in art and design, and the teacher will pay attention to these and other learning targets when planning lessons.
- 5.4 We enable all pupils to have access to the full range of activities while studying Design and Technology. Where children participate in activities outside the classroom (a visit to an art gallery, for example), We carry out a risk assessment beforehand, to ensure that the activity is safe and appropriate for all pupils.

6 Assessment

- 6.1 We assess the children's work in design and technology while observing them working during lessons. Teachers note the progress made by children against the learning objectives for their lessons. At the end of a unit of work, we make a judgement against the New National Curriculum levels of attainment. The teacher records the level that each child has reached, and then uses this information to plan future work. This method of recording also enables the teacher to make an annual assessment of progress for each child, as part of the child's report to parents.

Children are encouraged to assess and evaluate both their own work and that of other pupils. This helps them to appreciate how they can improve their performance, and what their targets should be for the future.

- 6.2 The Design and Technology subject leader keeps evidence of the children's work in a portfolio. This demonstrates the expected level of achievement in D.T. in each year of the school. Teachers can meet regularly to review individual evidence of children's work against the national exemplification material produced by the QCA and the DfES.

7 Health and Safety

- 7.1 In line with the health and safety statement in the National Curriculum (which applies to science, design and technology, art and design and physical education), when working with tools, equipment and materials, in practical activities and in different environments, including those that are unfamiliar, pupils are taught:
 - a. about hazards, risks and risk control
 - b. to recognise hazards, assess consequent risks and take steps to control the risks to themselves and others
 - c. to use information to assess the immediate and cumulative risks
 - d. to manage their environment to ensure the health and safety of themselves and others
 - e. to explain the steps they take to control risks.

8 Resources

- 8.1 We have a wide range of resources to support the teaching of Design and Technology across the school. All our classrooms have a range of basic resources, but the co-ordinator keeps the more specialised equipment in the art and design store.
- 8.2 There are times in a school year when art and design is given priority eg. Christmas Activity Day, trips to Museums and Galleries and visiting artists.

9 Monitoring and Evaluation

- 9.1 The co-ordination and planning of the Design and Technology curriculum are the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments in art and design, and by providing a strategic lead and direction for this subject;
- gives the head teacher an annual summary report in which s/he evaluates the strengths and weaknesses in Design and Technology, and indicates areas for further improvement;
- uses specially allocated regular management time to review evidence of the children's work, to observe lessons of art and design across the school and to monitor the medium term plans at different key stages.

10 Policy Review

This policy is a working document and therefore needs to reflect the practice in school while taking into account new initiatives, changes in the curriculum and/or the environment. It will be reviewed in April 2017