



DESIGN AND TECHNOLOGY POLICY

Approved by: Board of Directors on 10th February 2016

Effective From: December 2015

Review Date: December 2017

Next Review Date : December 2019

DESIGN AND TECHNOLOGY POLICY

What is our philosophy?

At the Heathland Whitefriars Federation, we believe that design and technology helps to prepare children for the developing world. The subject encouraged children to become creative problem-solvers, both as individuals and as part of a team. Teachers inspire their pupils to develop their investigating, designing, making and evaluating skills by thinking and intervening creatively.



Article 29: You have the right to become the best that you can be

What is our aim?

We aim to provide pupils with the opportunities to communicate their ideas through discussion, illustrations, learning aids and where possible integrate the use of ICT software to assist our designing and making. Through cross-curricular links, pupils will learn to design purposeful and innovative products which incorporate enjoyment, satisfaction and purpose. We aim to develop imaginative thinking in children and to enable them to discuss and evaluate what they like and dislike when designing and making. Pupils are taught to use a range of tools, equipment and materials to perform practical tasks. We encourage pupils to learn to recognise hazards and risks when using a range of tools and equipment through the discussion of rules of safety.



Article 13: You have the right to information

What is our approach to teaching and learning?

We use a range of teaching and learning styles in design and technology lessons. Teachers deliver a balanced programme which provides pupils with the opportunities of all abilities, to develop their skills and knowledge throughout each topic. Teachers ensure that the children apply their knowledge and understanding when developing ideas, planning, making products and then evaluating them using technical language. We do this through a mixture of whole class teaching and individual/group activities. Children critically evaluate their own work and that of others (peer assessment). They have the opportunity to use a wide range of tools and equipment to perform practical tasks, including IT.

How do we assess pupils?

We aim that by the end of each key stage pupils will understand and be able to apply knowledge, understanding and the skills needed to engage in the design and making process (specified in the Design and Technology programme of study.) Through observations of children working during lessons, teachers are able to assess progress made in design and technology. Teachers' record progress made against the question for learning for that lesson. Pupils are also involved within the assessment process as they are actively involved in evaluating their work and thinking about possible

improvements. At the end of the unit of work, children undertake a review of their work that focuses upon an evaluation of the finished product and an overview of the various tasks undertaken.



Article 28: You have the right to learn and go to school

What resources are available for the teaching of design and technology?

At our school, we offer a wide range of resources to support the teaching and learning of design and technology, including understanding and applying the principles of a healthy and varied diet. Classrooms have a range of basic resources, with the more specialised equipment being kept in an accessible area in the delegated design and technology areas. Children are encouraged at all times to respect and care for their working environment, selecting, using, storing and returning their own materials and equipment tidily, safely and with regard to economy of use.

Signed _____ **Date** _____
(DT Faculty Leader)

Signed _____ **Date** _____
(Executive Head Teacher)

Signed _____ **Date** _____
(Chair of Directors)