Design & Technology Policy 2019-20

Black Firs School

Introduction

Throughout history people have used their creativity and inventiveness to change the way they live. We all live in an increasingly technological society. It is important to ensure that children are made aware of the impact of technology upon their lives and upon the environment. Their experience should include an awareness of social, moral, economic and political issues that will develop children's values and attitudes to current and future change.

The ability to use technological equipment and systems in everyday life, is an essential skill for children and adults. There is a need for planned school experience to develop such competence. Children should also discover the fulfilment of being creative, of affecting control of the environment, of manipulating materials and harnessing energy. This technological capability to originate, to perform and to complete tasks, can be developed through a design / problem-solving process, to achieve its intent, namely *a practical solution to a human need.*

Creative Process

Design & Technology in our School has a central role in developing awareness competence and capability. It uses and enhances the knowledge and skills drawn from other curriculum areas by providing opportunities for these to be applied in a practical context. A fundamental principle of Design & Technology is that children can only develop technological capability by engaging in practical, technological activities.

Intent

The reasons for including this area of experience and learning are as follows:

✼ to help children develop lively, enquiring minds, the ability to question and argue rationally and to apply themselves to tasks, and physical skills;

✼ to help children acquire knowledge and skills relevant to adult life and employment in a fast-changing world;

✼ to help children use language and number effectively;

✼ to help children to understand the world in which they live;

✼ to help children to appreciate human achievements and aspirations.

Implementation

While planning, colleagues should ensure children:

1. Focus on practical tasks to develop and practice skills and knowledge
2. Investigate, disassemble and evaluate products
3. Undertake assignments in which they design & make products with a clear purpose.

Impact
We assess Designing and Making aspects of technology in accordance with the National Curriculum, using the end of end of key-stage Attainment Targets provided. We record this in Earwig saving photographs of the children's written, drawn information as evidenced in their Studywork books. This evidence is automatically reported to parents through the child's Earwig time-line throughout the year.

Reporting
Reporting to parents is done on a termly basis at parent interviews. In addition an annual report is sent home in July. The school has now introduced "Earwig" as its on-going report system.

Children with SEND Differentiation should be achieved both through differentiated activities and through differentiation of intended outcomes. For example, children who are progressing rapidly should be encouraged to extend their experiences either through use of more challenging software, or simply an alternative software package to provide depth of experience, or by extending the task which has been set.

Equal Opportunities
Please refer to the School Aims & Statement on Equal Opportunities.
Design & Technology has relevance for children of all ages, irrespective of gender, ethnic group or social origin. Because its essence is in practical activities, imagination and the manipulation of abstract ideas, it can be matched to the needs of children at all stages of conceptual development. The range of activities, are broad enough to allow individual children with particular disabilities and difficulties to participate. Extra help may be needed to sustain and support the efforts of children with special needs. We must ensure that all our children:
1. have equal access to D&T resources
2. have equal opportunities to develop D&T capability
3. use equipment which is appropriate to their ability

Role Of Coordinator
The Design & Technology Coordinator, is responsible for circulating the Staff Skills Proforma; completing the annual Technology Audit; ordering resources; supporting staff by helping to suggest suitable approaches and identifying resources available.
⚒ Highlight areas for the development of D&T within the School Development Plan.
⚒ Ensure that equipment is safe to use.
⚒ Review INSET needs of all staff and provide suitable training opportunities.
⚒ Disseminate relevant information to all members of staff.
⚒ Keep up to date with developments and new technologies.
⚒ Develop the progress-map to ensure a whole-school approach to the teaching and learning of D&T.

Health & Safety (see also Health & Safety Policy)
We will adopt the NADIT "Make it Safe" document as a guide to safety in School. This will be kept in the Resources Area; details will be highlighted during INSET. https://www.data.org.uk/for-education/health-and-safety/

Review
The Coordinator, Headteacher and staff will review this policy in accordance with the development priorities stated in the School's Development Plan. Any suggested amendments will be presented to the Governing Body for discussion.