



## Policy for Design and Technology

Subject Leader - Emily Nicholson

### Rationale

Holley Park Academy recognises the importance of Design and Technology. The school wishes to give all pupils confidence in the technological world in which they live. Design and Technology is concerned with the ability to turn ideas into reality. It involves the application of skills and knowledge using a distinctive creative process which results in practical outcomes.

### Purposes

1. To develop technological knowledge and to understand a wide range of concepts and apply this understanding in appropriate ways.
2. To develop skills through use of the Design Process of investigation by asking questions and solving problems of increasing difficulty.
3. Through encouragement and example to develop pupil's attitudes and personal qualities including
  - Curiosity in themselves and the world around them
  - Respect for evidence
  - Willingness to tolerate uncertainty
  - Critical reflection
  - Perseverance
  - Creativity and inventiveness
  - Open mindedness
  - Respect for the environment, living and non-living
  - Co-operation with others
  - Recognition of achievement and excellence - of themselves and others
4. To use and develop creative and logical thought through active involvement in the Design Process in association with the use of communication, Numeracy and application of scientific skills.

5. To develop qualities of spirit, feeling, imagination and sense of beauty through studying themselves and the world around.

### **Objectives**

The course provided will give pupils at all stages of development, appropriate opportunities to;

- make observations
- select observations relevant to their investigation for further study
- seek and identify patterns and relate these to patterns perceived earlier
- suggest and evaluate explanations of patterns
- design and carry out experiments including appropriate forms of measurement, to test suggested explanations for the patterns of observations
- communicate (verbally, mathematically and graphically) and interpret written and other material
- handle equipment safely and effectively
- use their knowledge in conduction investigations
- bring their knowledge to bear in attempting to solve technological problems

### **Guidelines**

- Include activities and learning styles appropriate to the pupils and context
- Take place through individual, group and whole class activities
- Ensure wherever possible active involvement and collaboration in practical investigative work, open ended investigations, problem solving activities both inside and outside the classroom
- Encourage the individual to move towards greater independence, to demonstrate choice, initiate action and communicate and work effectively with others
- Provide for continuity and progression
- Include an interaction with a wide and full range of resources
- Evaluation of the process to further develop their designs so that technological competence can be developed to the full.

### **Cross curricular**

Design and Technology has strong cross-curricular links with other subjects, in particular, Art, Science and Mathematics.

Design and Technology is used to help children develop their learning by encouraging their natural curiosity and sense of adventure. Communication skills include the ability to talk, listen, explain, understand and develop respect for the ideas of others and creative activities involving children in forming new ideas and using their imagination can be encouraged through effective Design and Technology teaching.

### **Values and Attitudes**

Pupils' attitudes affect the willingness of individuals to take part in certain activities and the way they respond to people, objects or situations. The following attitudes or personal qualities are important at all stages of Design and Technology teaching.

1. Curiosity
2. Respect for evidence
3. Toleration of uncertainty
4. Critical reflection
5. Perseverance and exploration
6. Creativity
7. Inventiveness
8. Open mindedness
9. Co-operation and collaboration

These attitudes are influenced by the teacher's encouragement and example setting.

### **Equal Opportunities**

Technology is taught in strict adherence to our policy on equal opportunities for all.

### **Assessment**

DT is regularly assessed using the Key Assessment Criteria. Individual children's achievements are assessed and dated. Targets and assessment for DT make up part of the Foundation subjects file.

### **Review and Monitoring**

The subject leader will be responsible for the review and monitoring of the subject through looking at children's work, planning, talking to staff and through DT curriculum week.

### **Staffing and Resources**

There is no specialist teaching in Design and Technology, it is taught by class teachers. There is a teacher who has responsibility for overseeing the teaching and resourcing of Design and Technology.

## **Health and Safety**

This is an important consideration when children are designing and making. Children should be encouraged to link their experiences in Design and Technology to their experiences in other subjects, particularly Art, Science and outside the school.