



***Working and learning together for success***

**Sarisbury Church of England Junior School**

**Design Technology Policy Statement  
October 2016**

**'Design and technology is about making things that work well. Creating these things is hugely exciting: it is an inventive fun activity.'**

**'The starting point is most certainly at school. Teachers should tap into creativity by using a simple hands-on approach to encourage uninhibited thinking and to instil confidence in pupils to try out ideas. Classes in DT should be about breaking the rules and learning from mistakes.'**

Sir James Dyson – 20<sup>th</sup> century designer of the Dyson vacuum cleaner

# Sarisbury Church of England Junior School

## Design Technology Policy Statement

At Sarisbury CE Junior School we believe that Design Technology is vital to the development of all children. It is an inspiring, rigorous and practical subject. With technology changing at an ever-increasing pace, Design and Technology (DT) plays an important part in helping children to develop an understanding of the 21<sup>st</sup> century world in which they live. Every invention starts with a simple problem; it is the use of creativity and exploration of materials and everyday objects that allows us to explore the possible answers.

### **Our Aims**

*At Sarisbury we believe that DT is important because when taught effectively:*

- It draws on a wide range of knowledge to solve problems
- It develops an understanding of technological processes, products and their manufacture and their contribution to our world.
- It explores values and attitudes to the 'made' world and how we live and work within it.
- It provides opportunities to engage in activities that are challenging, creative, relevant and motivating.
- It can provide enjoyment and build self-esteem.
- It enables a child to experience the sense of wonder at their ability to design and make.
- It enables children to work co-operatively with others; to engage in quality discussion and develop team building skills within a problem solving context.
- It can develop an enterprising attitude and risk taking

### **Related documents:**

- Vision and Aims Statement
- Effective Learning Statement
- Effective Teaching Statement
- 5 Star Learning Progression
- Policy for Art and Design
- ICT Policy

## **Our Strategies**

***Technology is the creative application of knowledge, skills and understanding to the design and making process. The knowledge, skills and understanding will be taught through:***

- **Investigation, disassembly and evaluation activities (IDEAs).** The children investigate and evaluate familiar products
- **Focussed practical tasks (FPTs).** Through these tasks pupils are taught and allowed to practise a range of skills, techniques and processes
- **Designing and making assignments (DMAs).** These tasks enable children to use what they have learnt and put it into practise to solve the problem set
- **Evaluating** the whole process

## **Organisation and cross-curricular links:**

Whilst it is important to recognise particular skills and processes that are specific to DT, links with other subjects are identified on the curriculum map. This allows the teaching and learning in different subjects to support one another, thereby giving pupils wider ranging opportunities and knowledge to help them solve problems.

Throughout the Key Stage, the pupils will work with a range of materials to include food, textiles, structures, mechanisms and electrical components and control. Pupils will work with all materials at least twice throughout the 4 years; progression is built into the scheme of work in order that pupils are able to build upon their previous knowledge and acquisition of skills.

Wherever possible units of work will be 'blocked'; this allows for pupils to work for extended periods of time on the DMAs without the usual time constraints. In order to facilitate high quality discussion and encourage team building skills, pupils will often work in groups (commonly 2 or 3 members) when tackling DMAs. However, some DMAs lend themselves to independent work to allow children more chance to develop their own skills.

The nature of DT means that pupils build on skills developed through other curriculum subjects:

- Scientific skills – e.g. predicting and fair testing
- Mathematical skills – e.g. measuring
- ICT skills – e.g. making things happen with the use of control
- Art skills – use of finishing skills

## **Safety and DT:**

Health, hygiene and safety are of key importance in DT. Throughout the units of work the guidelines in the following documents will be adhered to:

- Hampshire Guidelines
- Make It Safe
- Working with Food in Primary Schools

## **Our Resources**

### ***At Sarisbury CE Junior School:***

- A well equipped and well organised DT area is provided to ensure access to a wide range of DT equipment.
- Resources specific to some units of work are kept in 'unit' boxes and stored in the DT cupboard or in classrooms, depending on space.
- A dedicated, fully equipped food technology room. This is due for refurbishment in 2017.

## **Our Design Technology Manager**

### ***The member of staff responsible for the management and development of Design Technology throughout the school is Vicki Harrington. She will:***

- Seek to enthuse pupils and staff about Design Technology and promote high standards of achievement and high quality provision.
- Advise and support staff in the planning, delivery and assessment of DT.
- Ensure that children are given the opportunity to solve real and relevant problems within a variety of contexts.
- Manage and develop all resources for DT.
- Monitor and evaluate DT throughout the school, ensuring continuity and progression.
- Keep up to date with current developments by attending courses and network meetings, liaising with colleagues from other schools, and use this as a basis for staff development activities.
- Provide opportunities for our gifted and talented pupils to participate in appropriate activities.
- Continue to promote and raise the profile of DT throughout the school.

## **Assessment, Record Keeping and Reporting**

### ***In order to ensure continuity, progression and high standards of achievement in Design Technology, assessment for every child will include:***

- Ongoing formative assessment through observations and dialogue with children – to form basis for individual targets / 'next steps'.
- Each pupil keeps records of written work and annotated diagrams in a DT book, along with photographs of stages of work and completed products. This carries forward to the next year as an ongoing record of progress.
- A summative assessment of each child's progress in DT over the year will be provided in their end of year report, with specific reference to designing and making for each unit taught.
- Children's achievement in DT will be matched against the Key Performance Indicators and examples kept in the subject leader's assessment portfolio.
- Pupil interviews and active work sampling with a selection of pupils across the year groups.
- The subject manager will analyse end of year data across the school to identify whether pupils' attainment is in line with the success criteria set based on National Curriculum level descriptors.

## **Our Success Criteria**

### ***We expect 90% of our children to attain standards in line with or above those stated in the NC level descriptors***