



Lealholm Primary School

Policy for Design Technology

Introduction:

As Lealholm Primary School moves into the 21st Century, so too does our teaching of Design Technology. We endeavour to promote and embed the five outcomes of Every Child Matters so that through quality teaching and learning experiences every child be healthy can stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being.

In addition our Design Technology curriculum is specifically designed to promote personalized, self-generated learning. Dedicated time is given to independent research, practicing of skills and applying of knowledge and understanding during each unit of work.

Aims:

To develop the designing and making skills of each individual child, giving the children a structured approach to real life problems. It will encourage reflective thinking and develop skills with a range of tools and materials.

- Develop their design and making skills.
- Create a high quality product through combining their designs and making skills with knowledge and understanding.
- Develop an understanding of technological processes, products and their manufacture and their contribution to our society.

Differentiation:

Design Technology is differentiated with the particular, individual needs of each class in mind. Differentiation may include:

Task	<ul style="list-style-type: none"> ◆ processes: <ul style="list-style-type: none"> ○ open vs. closed ○ knowledge vs. skills ○ higher order vs. lower order.
Resource	<ul style="list-style-type: none"> ◆ resources to support the same learning objective or task ◆ resources according to learning styles ◆ equipment to accommodate learner needs/accessibility issues ◆ areas of class/ school (location).
Assessment	<ul style="list-style-type: none"> ◆ forms of assessment – oral, written, non-verbal, presentations ◆ different/ levelled mark schemes.

Pace (sequence)	<ul style="list-style-type: none"> ◆ starting points ◆ routes through the same task.
Support	<ul style="list-style-type: none"> ◆ scaffolding to support progression ◆ amount of time spent with individuals ◆ use of other classroom staff (e.g. EAL support) ◆ combinations of students.
Extension	<ul style="list-style-type: none"> ◆ different objectives/ task ceilings.
Research	<ul style="list-style-type: none"> ◆ level of independence required to complete tasks ◆ sources of information ◆ method of selection/choice.
Dialogue	<ul style="list-style-type: none"> ◆ level of interaction with or between students (interdependent learning) ◆ use of modelling/scaffolding ◆ Questioning: <ul style="list-style-type: none"> ○ teacher directed ○ student generated ○ Socratic questioning. ◆ complexity of language used ◆ feedback – depth/source.
Grouping	<ul style="list-style-type: none"> ◆ combinations of students ◆ roles – cooperative learning tasks: <ul style="list-style-type: none"> ○ expert/instructor (peer teaching) ○ coaching.
Self-direction/ negotiation	<ul style="list-style-type: none"> ◆ self-assessment students find own current level ◆ students set own learning objective/target ◆ student generated questions.

Pupils are treated as individuals and are supported through differentiated teaching and learning opportunities, providing additional personalized quality first teaching and learning.

Health and Safety:

Risk assessments must be undertaken by staff prior to any visits outside the classroom. Teachers will be able to refer for guidance to the school Health and Safety policy, national guidelines and information given by North Yorkshire County Borough Council.

Equal opportunities:

- All pupils will be given equal access to the Design Technology curriculum regardless of their gender, race or disability.
- The planned programme must encourage the children's development of personal and social skills, be fully inclusive and give equal opportunity for pupils to access learning.

There will be times when children’s individual needs are met through differentiated tasks. Differentiation needs to be used to ensure that all children, including the least and most able and those with a special educational need or disability, can meet their full potential in all lessons. Targets from children’s individual education plans will be used to aid Design Technology planning as required.

Standards

Children will progress through these levels at an individual pace and should strive to attain a Level 4 at the end of Key Stage 2 and a Level 2 at the end of Key Stage 1.

Level One

Pupils generate ideas and recognise characteristics of familiar products. Their plans show that, with help, they can out ideas into practice. They use pictures and words to describe what they want to do. They explain what

they are making and which tools they are using. They use tools and materials with help, where needed. They talk about their own and other's people's work in simple terms and describe how a produce works.

Level Two

Pupils generate ideas and plan what to do next, based on their experiences of working with materials and components. They use models, pictures and words to describe their designs. They select appropriate tools, techniques and materials, explaining their choices. They use tools and assemble, join and combine materials and components in a variety of ways. They recognise what they have done well as their work progresses, and suggest things they could do better in the future.

Level Three

Pupils' generate ideas and recognise that their designs have to meet a range of different needs. They make realistic plans for achieving their aims. They clarify ideas when asked and use words, labelled sketched and models to communicate the details of their designs. They think ahead about the order of their work, choosing appropriate tools, equipment, materials, components and techniques. They use tools and equipment with some accuracy to cut and shape materials and to put together components. They identify where evaluation of the design and make process and their products has led to improvements.

Level Four

Pupils generate ideas by collecting and using information. They take users' views into account and produce step-by step plans. They communicate alternate ideas using words, labelled sketches and models, showing that they are aware of constraints. They work with a variety of materials and components with some accuracy, paying attention to quality of finish and to functions. They select and work with a range of tools and equipment. They reflect on their designs as they develop, bearing in mind, the way the product will be used. They identify what is working well and what could be improved.

Planning, Assessment, monitoring and recording:

The Headteacher and staff are responsible for observing practise and monitoring the quality and impact of teaching and learning. The Head teacher supports the school in school improvement and continued professional development. Reports are made to parents each term and annually via parent's evenings and written reports.

Assessment is related to the school's assessment timetable. Teachers assess children's work in Design Technology by making informal judgements as they observe the children during each Design Technology lesson. Photographs may be used as an aid to assessment. Adults may scribe children's questions and findings. On completion of a piece of written or illustrated work, the teacher marks the work and comments as necessary. At the end of a topic, the teacher makes a summary judgement about the attainment of each pupil, i.e. if they are working towards, have met or exceeded the objectives. Teachers use this as a basis for assessing children's progress at the end of the year.

Design Technology is recorded in a variety of different ways taking account of children's age, learning objectives and success criteria.

Resources:

Resources are in each class and are matched to the appropriate topics and areas studied.

