Emmanuel Holcombe C of E Primary

Design and Technology Policy

Vision Statement

Jesus came to give us life in all its fullness. Our vision is that through faith, family and friendship, each of us can grow in love and learning, being tolerant, having resilience and developing enquiring minds, so that we can all experience the abundance Jesus came to give us.

Mission statement

In our small, friendly school, everyone respects and cares for one another
In our community, church, home and school we work together to grown in faith and friendship
In our learning we encourage each individual to reach their potential to grow through skills, knowledge and understanding

Intent, Implementation and Impact

Intent:
At Emmanuel Holcombe Design and Technology is an important part of the curriculum. It is a hands-on subject which enables children to explore real products, design and create their own products, combine scientific and mathematical skills, work creatively and collaboratively and provides opportunities for children to evaluate their work against a criteria and problem solve building their resilience. We intend to teach the children a skills-based curriculum, with creativity flowing through everything they do.

Implementation:
Throughout the Foundation Stage, Design and Technology is given a high focus, particularly through the use of continuous provision and carefully planned activities that follow the children's interests.
Throughout all key stages children use and explore a wide range of skills, methods, tools, products and materials working creatively, safely and precisely. The Emmanuel Holcombe Design and Technology curriculum is detailed and progressive. Children also work with food practising good hygiene and working safely.

Impact:
Children will be become creative learners, who are adaptive and can draw on their resilience to solve problems they encounter as they evaluate their products and processes. Creativity and uniqueness will be celebrated and children will become astute at adapting and improving the products they have created and the processes they have used. As teachers, there will be an emphasis placed on problem solving and risk taking to support children in developing their resilience.

Teaching and Learning

Fundamental skills and knowledge are taught to children during their time at Emmanuel Holcombe through a carefully planned programme. Teachers plot the objectives into their two-year long-term planners to ensure that all objectives are covered. All children develop skills in designing, making and evaluating, cooking and nutrition and working safely.

Assessment
Assessment follows a variety of different methods. The teacher will informally assess throughout any design and technology lesson giving oral feedback, and instant methods of ways to improve. Progression and achievement is tracked against learning objectives, which are all on Title Pages, alongside key vocabulary. Photographs of final pieces will be uploaded to Seesaw.
To help inform teacher assessment, Knowledge Retrieval Weeks are planned 6 times a year to assess the children's ability to recall key knowledge and vocabulary. Using Knowledge Retrieval Week scores, pupil's books etc, teachers use a best-fit model to record their judgements on assessment grids. At the end of each unit, teachers decide whether a pupil is 'Working towards' (WTS)', 'Expected' (E), or 'Greater Depth' (GD) and record pupil initials on the whole class assessment grids. Teachers then input an end of year judgement into Target Tracker, (once a year), using the unit assessment grids to make an overall judgement. This enables staff to measure progress throughout a pupil's time in school.

Planning and Resources

Planning and resources for Design and Technology lessons are the responsibility of the class teacher. Class teachers have access to the progression documents and have constructed their long-term planner using these. All Design and Technology resources are stored centrally.

Equal Opportunities

The design and technology curriculum adheres to the Emmanuel Holcombe Equal Opportunities Policy. The design and technology curriculum considers issues of difference: gender, race and ethnicity, and class. Design and Technology from across the world is taught, observed, celebrated and used as influences for the children's work.

Inclusion

We recognise that there is a wide range of capability across the student body. Tasks and activities are designed to allow students to engage at their own level. This is done by:
•Setting open-ended tasks
•Incorporating gradual increases in the progression of skills across the curriculum
•Taking ability into account when grouping children for activities –either setting mixed ability groups or assigning different tasks to different groups.
 •Providing resources of different complexity

Role of the Subject Leader

  The role of the languages co-ordinator is:
• Order and maintain design and technology resources.
• Ensure staff display a positive and enthusiastic approach to the teaching of design and technology in school.
• Review the design and technology policy, curriculum progression document and action plan annually and inform staff of any changes.
• Complete evidence scrutiny to ensure all objectives are being covered.
• To support staff if needed

Parents

Parents are encouraged to be a part of their child's design and technology education. Work will be shared at parent's evenings, in class assemblies and through theme weeks. Experiences will be shared and celebrated via, Seesaw and twitter. Parents and carers are invited and encouraged to attend all of these assemblies and theme weeks throughout a child's time at Emmanuel Holcombe.