



## Design and Technology Policy

### 1 Aims and objectives

- 1.1 At Parkwood School, we recognise that design and technology is important in children's development. It enhances the learning process for all children, enabling pupil to develop confidence and develop their skills in a wide variety of ways. In particular, it can provide a way into the curriculum for children at an early age of learning English, and those experiencing learning difficulties; it also provides an alternative means of expressing feelings and ideas.

We intend that children should develop and awareness and appreciation of design and technology from different cultures. This will be achieved through participation in a range of activities and experiences. Pupils will be given opportunities to develop, communicate and evaluate their ideas using a range of materials.

Pupils will:

- Develop the confidence to use and adapt their skills and express their ideas for a range of purposes.
- Learn to appreciate, plan, modify and evaluate their work, and that of others.
- Show an awareness of how technology impacts on our daily lives.
- Select and use appropriate resources and materials for a range of purposes.
- Show an increasing control over a range of materials, tools and techniques.
- Show an awareness of safety procedures and precautions.
- Develop an understanding of their own work.
- Be able to identify different approaches and techniques, and use this in their own work.
- Develop an appropriate vocabulary to describe and analyse technology activities.
- Build on skills they have learnt as they progress through the school.
- Discuss their own work and that of others in a positive and constructive way.

- 1.2 The technology framework is based upon the requirements of the National Curriculum and is linked to the Science, History and Geography scheme of work. We carry out curriculum planning in the long-term, medium-term and short-term. The long-term plan maps out the topics to be covered in each term during the key stage. Class teachers include in their term plans, learning objectives and activities to be done for design and technology.

Activities are designed to ensure that the children experience a range of experiences and materials during their time at Parkwood. These include planning and making projects as well as opportunities to disassemble and assess everyday designs. Materials used range from construction kits to hard and soft malleable materials.

## **2 Foundation Stage**

- 2.1** We encourage the development of skills; knowledge and understanding that help reception children make sense of their world as an integral part of the school's work. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the development of the children's knowledge and understanding of the world to the objectives set out in the Early Learning Goals. These underpin the curriculum planning for children aged three to five. This learning forms the foundations for later work in design and technology. These early experiences include asking questions about how things work, investigating and using a variety of construction kits, materials, tools and products, developing making skills and handling appropriate tools and construction material safely and with increasing control.

We provide a range of experiences that encourage exploration, observation, problem solving, critical thinking and discussion. These activities, indoors and outdoors, attract the children's interest and curiosity.

## **3 Assessment and Recording**

- 3.1** Teachers assess children's work in design and technology by making assessments as they observe them working during lessons. They record the progress that children make by assessing their work against the learning objectives for their lessons.

## **4 Resources**

- 4.1** Our school has a wide range of resources to support the teaching of design and technology across the school. Resources are kept in the design and technology area.

The technology co-ordinator will support staff to ensure the consistency and progression of the subject throughout the school through the maintenance of resources, and the monitoring and review of current practice. The policy and schemes of work will be reviewed in the light of the changing needs of the school, and with changing requirements and guidance from the DfES.

**Signed:**

**Date:**