

## **Oak Field School Policy for Design and Technology**

### **Philosophy**

- Design and Technology at Oak Field School should be an inspiring and practical subject which provides opportunities for pupils to be creative and use their imagination.
- Lessons should allow pupils to design and make products that solve real and relevant problems relating to their own and others' needs, wants and values. During this process, pupils should be encouraged to take risks and be resourceful.
- Lessons should draw on pupils' learning in Maths, Science, ICT and Art.
- Lessons should include evaluation of past and present design and technology.
- Lessons should make a contribution to the creativity, culture, wealth and wellbeing of the school and, where possible, the local community.

### **Aims**

- To provide opportunities for pupils to develop the creative and practical skills (including fine-motor skills, visual and tactile awareness, and specific techniques related to materials and processes) needed for everyday tasks.
- To enable pupils to explore and use a variety of materials, components, equipment, tools, machinery, techniques and processes appropriate to their needs, taking into consideration health and safety.
- To provide opportunities for pupils to use ICT during Design and Technology lessons with an emphasis on skills needed to successfully participate in an increasingly technological world.
- To enable pupils to communicate their ideas during Design and Technology lessons, whether by switches, choice making, 2D drawings/designs, 3D modelling, or digital presentations.
- To provide opportunities for pupils to develop their understanding and skills in order to design and make products for a range of users.
- To promote high expectations of quality, appropriate to pupils' abilities.

- To teach students to critique, evaluate and test their ideas and the ideas of others at a level that is appropriate to their individual ability.

### **Strategies for putting policy into practice**

- Teachers to plan exciting activities and supporting resources that develop creative and practical skills, including fine-motor skills, visual and tactile awareness, and specific techniques related to materials and processes.
- Allow pupils to explore and utilise a variety of materials, components, equipment, tools, machinery, and techniques during lessons as appropriate to their needs. Ensure all necessary risk assessments and health and safety procedures are followed to ensure students learn in a safe environment.
- Provide opportunities to use ICT to enhance learning during Design and Technology lessons in a meaningful way.
- Allow pupils to communicate their ideas through an appropriate method by providing the necessary resources and support.
- Set inspiring briefs that focus on a user other than the pupils themselves (e.g. a person of a different age, gender, culture, and learning difficulty) and that stretch the pupils to develop new skills.
- Teachers to promote high expectations of quality through teacher modelling, visiting relevant galleries/exhibitions, and displaying pupils' good work throughout the school and, where possible the local community.
- Provide regular opportunities for students to critique, evaluate and test their ideas and the ideas of others and support them in this process.

### **Roles and Responsibilities**

#### **Teaching and support staff will:**

- Plan and deliver inspiring and creative lessons within the framework of rolling programmes and curriculum that promote the aims of the subject according to the needs of the pupils.
- Document and assess pupils' work and give them feedback in a meaningful way.

- Be aware of all health and safety issues as well as pupils' individual needs relating to an activity and communicate these effectively to staff who are supporting the pupils.
- Promote independence and responsibility for equipment and health and safety.
- Maintain equipment and report any faulty or damaged equipment to the subject coordinator.
- Make themselves familiar with the terminology, materials, techniques and creative processes related to the subject area and communicate any gaps in their subject knowledge to the subject coordinator.
- Initiate close contact with pupils' parents/carers about planned topics, individual targets etc. so that they have the opportunity to continue the learning at home.

**The co-ordinator will:**

- Lead the development of Design and Technology in the school.
- Monitor lesson planning, delivery and assessment of Design and Technology by reviewing lesson plans, observing lessons and reviewing assessment data across the school.
- Provide advice and guidance to individual members of staff to improve teaching and learning of the subject.
- Lead staff meetings on identified areas of CPD or training on new equipment, materials etc. (dependent on school development plan).
- Keep up to date with local and national developments in Design and Technology and disseminate relevant information.
- Support staff in sharing of good practise, ideas and resources.
- Order equipment needed for the successful delivery of Design and Technology within the budget allowed.
- Be ultimately responsible for the organisation and maintenance of Design and Technology resources.

**Assessment and Recording**

Assessment in Design and Technology should reflect the individual's creative capability, understanding, response to stimulus, and their ability to handle materials and techniques.

Achievement is recorded on pupil work, photographs, annual reviews, learning journeys, ASDAN accreditation and electronically using Classroom Monitor and e portfolios.

### **Monitoring, Review and Evaluation**

The National Curriculum for Design and Technology makes provision for the evaluation by pupils and students of their own work in terms of method and outcome. Evaluation needs to happen at all stages of the creative process. Such evaluation procedures need to be considered when planning schemes of work and used constructively to aid clarity.

Pupils should be assessed in a way that is relevant, informative and appropriate to the individual.

Teaching and Learning in Design and Technology is monitored through collection, collation and examination of lesson plans, medium term planning, examples of work and lesson observations by the subject leader. The policy and practice within the curriculum will be reviewed and amended as necessary so informing future planning.

It is proposed that the policy should be under constant evaluation. To ensure this, a working party needs to meet regularly to discuss the policy and its role in the school and propose any modifications. However, the policy will be formally reviewed again no later than September 2018. Similarly, the working party needs to evaluate the Design and Technology curriculum and methods of planning and assessment. Any modifications need to be collated by the Design and Technology specialist. Any modifications should be relevant and constructive.

Reviewed September 2016 by Alice Simpson