



## **Rush Common School Professional Practice Document (“PPD”) for Design and Technology Policy**

### **1) Aims and objectives**

1.1) The aims of design and technology at Rush Common are:

- to develop imaginative thinking in children and to enable them to talk about what they like and dislike when designing and making;
- to enable children to talk about how things work, and to draw and model their ideas;
- to encourage children to select appropriate tools and techniques for making a product, whilst following safe procedures;
- to explore attitudes towards the man-made world and how we live and work within it;
- to develop an understanding of technological processes, products, and their manufacture, and their contribution to our society;
- to foster enjoyment, satisfaction and purpose in designing and making.

1.2) Our principal aim is to develop children’s knowledge, skills and understanding in design and technology.

### **2) Teaching and learning style**

We use a variety of teaching and learning styles in design and technology lessons ensuring that children apply their knowledge and understanding when developing ideas, planning and making products and then evaluating them. Within lessons children are given the opportunity to work independently and to collaborate with others, listening to other children’s ideas and treating these with respect. Children critically evaluate existing products, their own work and that of others. They have the opportunity to use a wide range of materials and resources, including ICT.

In all classes there are children of differing ability. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- setting common tasks that are open-ended and can have a variety of results;
- setting tasks of increasing difficulty where not all children complete all tasks;
- grouping children by ability and setting different tasks for each group;
- providing a range of challenges through the provision of different resources;
- using additional adults to support the work of individual children or small groups.

### **3) Design and technology curriculum planning**

Design and technology is a foundation subject in the National Curriculum. The long-term plan maps out the units covered in each term during the key stage while short-term plans give details of each unit of work for each term. They identify learning objectives and outcomes for each unit, and ensure an appropriate balance and distribution of work across each term.

We plan the activities in design and technology to build upon the prior learning of the children. We give children of all abilities the opportunity to develop their skills, knowledge and understanding and we also build planned progression into the scheme of work, so that the children are increasingly challenged as they move through the school.

#### **4) Contribution of design and technology to teaching in other curriculum areas**

##### **4.1) English**

Design and technology contributes to the teaching of English reinforcing what the children have been doing during their English lessons. Discussion, drama and role-play are employed for the children to develop an understanding of differing views about design and technology. The evaluation of products requires children to articulate their ideas and to compare and contrast their views with those of other people. Through discussion children learn to justify their own views and clarify their design ideas.

##### **4.2) Information and communication technology (ICT)**

ICT supports design and technology teaching when appropriate. Children use software to enhance their skills in designing and making, and use draw-and-paint programs to model ideas and make repeating patterns. The children also use ICT to collect information and to present their designs through draw-and-paint programs.

##### **4.3) Personal, social and health education (PSHE) and citizenship**

Design and technology contributes to the teaching of PSHE. We encourage the children to develop a sense of responsibility in following safe procedures when making things. They learn about health and healthy diets. Their work encourages them to be responsible and to set targets to meet deadlines, and they also learn through their understanding of personal hygiene, how to prevent disease from spreading when working with food.

##### **4.4) Spiritual, moral, social and cultural development**

The teaching of design and technology offers opportunities to support the social development of our children through group work allowing children to work together, and giving them the chance to discuss ideas and feelings about their own work and the work of others. Through their collaborative and co-operative work across a range of activities and experiences in design and technology, the children develop respect for the abilities of other children and a better understanding of themselves. They also develop a respect for the environment, for their own health and safety and for that of others. They develop their cultural awareness and understanding, and they learn to appreciate the value of differences and similarities. A variety of experiences teaches them to appreciate that all people are equally important, and that the needs of individuals are not the same as the needs of groups.

#### **5) Teaching design and technology to children with special needs**

We teach design and technology to all children, whatever their ability. Design and technology also contributes to a broad and balanced education for all children. Teachers provide learning opportunities matched to the needs of children with learning difficulties. Work in design and technology takes into account the targets set for individual children in their Individual Education Plans (IEPs).

## **6) Assessment and recording**

Teachers assess through observation and marking. At the end of a unit of work, teachers make attainment judgements against the National Curriculum which are used to plan future work and to make an annual assessment of progress for each child, as part of the annual report to parents. Each teacher passes this information on to the next teacher at the end of each year.

## **7) Health and safety**

The general teaching requirement for health and safety applies in this subject. We teach children how to follow proper procedures when using tools and for food safety and hygiene.

## **8) Monitoring and review**

The monitoring of the standards of children's work and of the quality of teaching in design and technology is the responsibility of the design and technology co-ordinator. The work of the co-ordinator also involves supporting colleagues in the teaching of design and technology, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The design and technology co-ordinator has specially-allocated, regular management time in order to review evidence of the children's work and undertake lesson observations of design and technology teaching across the school.

## **9) Equal Opportunities**

All children are given equal opportunities in all areas of design and technology.

## **10) Review of this PPD**

The Senior Leadership Team reviews the PPD every 3 years. It may however review the PPD earlier, if required.

Approved by the Senior Leadership Team meeting on 4<sup>th</sup> July 2014

Signed.....

Headteacher

Review Date: July 2017