

Design Technology Policy

Aim:

- To emphasise the potential of problem solving and creativity elements of Design Technology (STEM links)
- To guide children towards using and applying cross-curricular skills and knowledge through Design Technology
- To have regard for the health and safety of all users and know how to use tools and materials appropriately
- To provide a curriculum that has equal opportunities and is accessible to all pupils
- To stimulate learner's interest
- To develop the ability to think creatively
- To experience risk taking in a secure environment enabling them to approach challenges with confidence
- To develop an understanding of the role of product design in our society and recognise the range of employment opportunities available
- To develop independence, critical thinking, problem solving and interpersonal skills

Objective:

- To develop the learner's designing skills: generating and developing ideas, clarifying a task, creating design proposals, communicating ideas, planning and evaluating
- To develop the learner's making skills: working with materials and components, tools and processes, e.g. planning, measuring and marking out, cutting and shaping, joining and combining, finishing and evaluating.
- To develop knowledge and understanding
- To develop their capacity to create high quality products through combining their designing and making skills with knowledge and understanding. Nurture creativity and innovation through designing and making
- Explore values about and attitudes to the made world and how we live and work within it
- Develop an understanding of technological processes, products, and their manufacture, and their contribution to society
- To apply value judgements of an aesthetic, economic, moral, scientific and technical nature
- To ensure learners have access to a wide range of resources which are freely available and regularly maintained
- To work alongside other Targeted areas of the curriculum
- To develop Schemes of Work that are tailored to the individual needs of the learners
- To work in line with the vision and ethos of the school including working with Parents, Governors and Advisors

Key Stage 3

At Key Stage 3 all learners will follow individual pathways from year 7 to year 9 which will support the learners in achieving their predicted KS4 results based on their KS2 results.

Knowledge, Skills and Understanding

Design Technology teaching focuses on enabling children to acquire and apply knowledge and understanding of:

- materials and components
- mechanisms and control systems
- structures
- analysing existing products
- quality and quantity
- health and safety
- construction of products
- practical tool use
- be encouraged to broaden their experience of unfamiliar materials.
- explore practical and critical/contextual work through a range of processes and new technologies

Key Stage 4

Knowledge, Skills and Understanding

- Learners will explore practical and critical/contextual work through a range of processes and new technologies
- Learners will work with a widening range of appropriate materials and processes and machinery
- Learners will produce practical work in line with current Health and Safety guidelines and with respect for the workshop rules
- Learners will produce and evaluate pieces to meet a vocational brief identified in unit assignments

Key Stage 5

Knowledge, Skills and Understanding

- Learners will explore practical and critical/contextual work through a range of processes and new technologies
- Learners will work with a widening range of appropriate materials and processes and machinery
- Learners will produce practical work in line with current Health and Safety guidelines and with respect for the workshop rules

- Learners will produce and evaluate pieces to meet a vocational brief identified in unit assignments

Monitoring arrangement

The Head of School and leadership team will:

- Monitor the subject through the Oakfield self-evaluation schedule and monitoring schedule which are reviewed annually

Governors will:

- Monitor the work of each subject through the Oakfield self-evaluation and monitoring schedule which includes a timetable of Departmental meetings and a Departmental leader's report to governors, which are reviewed annually

Departmental leader will:

- monitor learners work
- amend schemes of work based on suitability of use
- amend and monitor risk assessments for practical lessons
- analyse data
- produce a SES
- attend link meeting

Additional Information (Subject specific) i.e. Risk Assessments, resources

- DT KS3-5 SOW
- DT Pathways
- Homework is given in line with the departments Flipped Learning ethos

Links to other policies:

- Teaching and Learning
- Behaviour for Learning
- Monitoring
- Assessment for Learning
- Health and Safety
- Flipped Learning/homework

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Signed Executive Headteacher:	C Taylor