

Jerry Clay Academy



Design and Technology Policy

November 2019

Review Date : November 2021

Policy for Teaching and Learning in Design and Technology

Vision

At Jerry Clay Academy, we teach Design and Technology through our creative curriculum. We believe in developing children to become creative, risk-taking individuals, allowing them opportunity to understanding risk and explore their ideas by providing them with a range of stimulating purposeful projects. Through inspiring creative and practical activities, pupils are taught the knowledge, understanding skills needed to engage in an iterative process of designing and making. Children will use their sketch books to record their Design and Technology (henceforth DT) projects across a range of contexts. The process will begin with the delivery of a design brief and evaluating existing products to finally evaluating their own product. Teaching staff use the learning journey in DT, as in every other, focussing on the various steps and skills needed before achieving a final outcome. Final outcomes will be developed for a range of contexts, e.g. home, school, leisure, culture, enterprise and industry to reflect the purpose of DT in 'real-life'.

Curriculum Content Provision

Design and Technology

Purpose of Study

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

The national curriculum for design and technology **aims** to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook.

Resources

DT resources are stored in the DT table, which is kept in the pupil kitchen area. **It is the responsibility of all teachers to ensure that the storage areas are kept tidy and safe.** The DT coordinator will audit resources and ensure a broad provision is maintained.

Staff are to advise the DT coordinator of specific resource needs for their next unit of work in advance (when submitting Medium Term Planning) so that resources are in good stock.

Planning

Class teachers are responsible for the planning and delivery of DT lessons. The DT coordinator has provided a template to all staff based on 8 key steps. These are:

- delivering the design brief
- evaluating existing products
- market researching
- technique/skills development
- quality development
- designing and planning
- making
- evaluating and reflecting
- the design brief, evaluating of existing products, market

Children assess the needs of the product against its appeal and audience

As a minimum expectation, teachers use the JCA DT templates to the Learning Objective for the lesson, based on the focus skills/knowledge. Teachers are encouraged to plan backwards from an intended end product (final piece), building up the necessary skills over a block of time (e.g. a half term) so that children become familiar with the process of experimentation and skills development. Children understand what a quality end product will be like through exposure to, and analysis of, a 'WAGOLL' provided by the teacher. Sketchbooks are personal records of learning journeys, showing knowledge, skills and constant evaluation. Professional development and staffing needs are audited yearly through a staff questionnaire.

Assessment

The school Progression of Skills in DT has been developed and demonstrate the Success Criteria which the teacher will assess through continuous observation or through specific assessment activities. These cover main strands of Design and Technology. Teachers will complete ongoing assessment for the particular strand taught. Pupils' sketchbooks are their personal learning journeys of progression throughout a particular strand of work, finalising in an end product. Teachers are encouraged to take photographs to record evidence of end products and these will be evaluated by the pupils. Progress in DT is reported annually to parents alongside other curriculum subjects.

How DT teaching is monitored

DT is monitored as part of the JCA monitoring cycle. The Subject Leader evaluates planning and will observe lessons through formal observations or drop ins. Regular scrutiny of sketchbooks is completed to assess progression through the school and within the individual's own learning journey. When appropriate, it is also possible that the DT Subject Leader will seek the support and advice of a specialist to evaluate particular areas of the curriculum.

Extra-Curricular Activities

At Jerry Clay Academy, children have access to a range of extra-curricular clubs which allow them to develop their skills in the DT/STEM Science. This includes both after school clubs and organise lunch time activities. Subject specialists lead these as well as teachers or teaching assistants. In addition, the school's Junior Leadership team take small lunch time groups depending on demand. These include activities in Food technology, Resistant Materials and STEM clubs and are available to all children across school. These clubs may come at an additional cost to parents due to the resource requirements.

All adults that run clubs will undergo the prescribed CRB checks before they work with groups of children.

Links With Other Agencies

These include:

- Communication with local DT specialists
- Working with ArtsMark and local Bridge Organisation CreatIVE Leeds

Staff Training

- The DT co-ordinator will have access to specific training to support and develop their role.
- All staff will be encouraged to develop their CPD in-house through observing good teaching in the subject and joint planning.
- The academy will be visited by specialist DT teachers who assists staff with planning and teaching as necessary.
- Staff INSET time for training will be given eg, assessment procedures, planning processes, knowledge of DT.

Policy Review

When amended and ratified, this policy will be reviewed every two years.

November 2019

Miss R Harling