Godmanchester
Community Academy

DT Policy - January 2018

Together We
Inspire Enjoy Achieve

Godmanchester Community
Education Trust

School Aims

Godmanchester Community Academy aims to provide children with the opportunity to develop towards their maximum potential; socially, academically and emotionally in an environment conclusive to learning.

- Providing the highest standard of education to enable children to acquire the skills, knowledge and concepts relevant to their future.
- Encouraging an ethos of care, respect and support for each other where everybody's efforts are valued and their success celebrated.
- Allowing all children to become responsible and caring members of the school and the wider community.

Godmanchester Community Academy works towards these aims by:

- Working in partnership with parents and the community (fostering parental engagement opportunities).
- Valuing each other
- Providing a high quality learning entitlement and environment.

Aims for DT Policy

- To develop pupils' designing and making skills.
- To develop imaginative thinking in pupils and to enable them to talk about what they have designed or made.
- To encourage enjoyment in taking part in group work when designing and making.
- To develop pupils creativity and innovation through designing and making.
- To encourage children to select the appropriate tools and techniques when making a product and encourage them to follow safe procedures.
- To develop cross curricular use of design and technology in other subject areas.

Teaching and Learning

The School uses a number of teaching and learning styles in Design and Technology lessons. The main aim is to develop the childrens' knowledge, skills and understanding in Design and Technology. Children are encouraged to apply their knowledge and understanding when developing ideas, planning and making products and evaluating them. We are able to do this through whole class teaching, group teaching and individual activities. Children are given opportunities to work individually and collaborate with others. Groups are encouraged to listen to other pupils' ideas and treat them with respect. Pupils evaluate products, their own work and that of others. They have access to a wide range of resources and materials including ICT.

Design and Technology in the Foundation Phase

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.

Entitlement to the curriculum

All pupils have a right to access the DT curriculum, regardless of gender, race or ability. It is our aim to provide suitable experiences for those children who are Pupil Premium, FSM and those who have an APDRO. Lessons are differentiated for pupils' individual needs, so that all children can participate and enjoy DT lessons, whilst reaching their own individual potential.

Assessment and Recording

Teachers planning identifies opportunities to develop generic and subject specific skills and to assess pupils' levels of achievement in relation to learning outcomes and level descriptors. Assessment will be ongoing and will take the form outlined in the schools 'Assessment, Recording and Reporting Policy'. Pupils should have regular feedback regarding their work. An electronic portfolio of the children's work is kept showing a selection of work and the skills taught. Records of pupils' achievement can be derived from formal and informal assessments and self-assessments by the pupil. Evidence of achievement should be derived from a variety of activities including written, oral, practical and DT specific activities. These activities can be conducted in a variety of contexts, such as individual tasks, paired and group work and whole class settings. Evidence may therefore be gathered through observation, pupils work or discussion. Self-assessment is another valid means of gathering evidence.

Monitoring and Evaluation

The Design and Technology Coordinator will be responsible for monitoring the standards of pupils' learning and the quality of provision. The coordinator will support colleagues in the provision of Design and Technology by:

Looking at teachers' planning and links with other subjects

- Questioning pupils
- Looking at displays
- Portfolios
- Observations
- Questionnaires
- Competitions
- Audits of resources

Resources

Resources are stored in a central place – the DT cupboard, next to the photocopiers, at the top of The Year 5/6 corridor.

Key Skills in Design Technology

At Godmanchester Community Academy l, we promote the development of Key Skills in Design and Technology.

Developing thinking skills through the processes of planning, developing and reflecting. For example, through evaluating a piece of work against its original intentions.

Developing Communication skills through the skills of oracy, reading, writing and wider communication. For example, through discussing their own designs, the designs of others, making comparisons, organising ideas clearly and effectively and in a range of forms.

Develop their Personal, Social and Health Education (PSHE) and Citizenship skills by encouraging the children to develop a sense of responsibility in following safe procedures when making things. They also learn about health and healthy diets. Their work encourages them to be responsible and to set targets to meet deadlines. They learn to work in groups and cooperate with their peers. They also learn through their understanding of personal hygiene, how to prevent disease from spreading when working with food.

Developing ICT skills by finding, developing, creating, presenting information and ideas and by using a wide range of software and equipment. For example, by using a digital camera to record and present various stages of work in progress.

Develop their number skills by using mathematical information, calculating and interpreting and presenting findings. For example, by measuring and calculating sizes, fits and materials and through making models to scale.

Policy Details	Date	Name
Policy approved by Senior Management:	Jan 2018	Claire Wood
Policy approved by Senior Governor	Jan 2018	Roger Coxhead

Date of next review: **Jan 2020**

Policy Section: Section 1A – Curriculum Policies (Pupils)

Policy reference: GCA - 1A/ 04 DT