



Lees Hill C of E Primary School

Design & Technology Policy

POLICY ADOPTED BY FULL GOVERNING BODY: May 2019

Name: Mary Alston

Position: Chair of Governors

Next Review Date: May 2021

Aims and objectives

Lees Hill Church of England Primary School is committed to providing a broad and balanced curriculum to enable all children to achieve personal excellence in all areas of the curriculum in a challenging and supportive environment.

We aim for all of our children to do so by ensuring:

- Curriculum planning facilitates a wide range of high quality Design and Technology experiences for every pupil, whatever their background and ability
- A well planned and co-coordinated approach to Design and Technology which meet the needs of our children
- Effective cross-curricular links to other areas of the curriculum
- High quality teaching by developing the skills of teaching staff through continued professional development (CPD)
- High quality resources and opportunities inside and outside school
- Interaction between children to develop co-operation, a sharing of skills, confidence and self-esteem
- Meaningful links with the local and wider community, which strengthen and broaden curriculum provision in school.
- Learning in design technology is used to support daily worship and the articulation and celebration of Christian values in day-to day school life.

Role of Pupils

Interaction and co-operation is expected and fostered by children working together on different sized projects, discussing and learning together, experiencing different learning styles, producing work for different audiences, evaluating and improving projects through reflection to raise standards and achieve success together. Experiences in Design and Technology are provided in line with our equal opportunities policy.

Role of Staff

Continued Professional Development of staff teaching Design Technology is linked to the School Improvement Plan, the budget setting process and individual teacher appraisal objectives in a strategic way. The teacher of Design and Technology in each class is responsible for managing and organising all aspects of the resources to enable to school to fulfil its agreed aims.

All teachers work together to ensure a well planned curriculum with meaningful cross curricular and multi-cultural links; with a clear progression of skills across the age ranges. They oversee assessment and monitoring and review targets for individuals.

Role of Parents/Carers

Links with the wider world and parental involvement are actively sought. Parents and carers will be given opportunities to attend curriculum evenings and receive relevant information in order to support their child's learning outside of school. Parents are consulted on/ informed about new initiatives and ideas and their opinions are sought.

Their views and opinions are sought through regular Parental Consultation Evenings whereby 2-way dialogue assists staff in assessing impact of provision and learning throughout the design and technology curriculum.

Parents will be expected to support children with their design and technology learning and their research into other cultures and traditions. They have a responsibility to be proactive in supporting their child's learning by exploiting opportunities to enrich children's understanding of the world. They should support their child in homework tasks as appropriate for their age.

Monitoring and Review

Class teachers are responsible for monitoring standards and progress in DT and keeping the Headteacher informed: lesson observations, work scrutiny, monitoring of pupil tracking and target setting will be used to inform future teaching plans, as will continued professional development and curriculum development through focussed professional dialogue at staff meetings. Strategies for continued improvement will be identified in the School Improvement Plan.

Role of Governors

It is the responsibility of the Governing Body to monitor the effectiveness of this design and technology policy. The Governing Body does this by:

- Requiring the head teacher to monitor the progress of pupils of minority groups and comparing it to the national expectation, individual progress and comparative progress made by other pupils in the school.
- Requiring the head teacher to either report to governors directly or to make a monitoring visit on an annual basis on the effectiveness of this policy.
- Taking into serious consideration any complaints regarding equal opportunity in design technology, or issues from parents, staff or pupils.

This policy will be reviewed bi-annually, or sooner, as necessary.

