

TRANMERE PARK PRIMARY SCHOOL

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Design & Technology Policy

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Tranmere Park Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Design and Technology Policy for Tranmere Park Primary School

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Ethos

Design Technology is an important part of everyday life and can enable learners to achieve a greater understanding of the world around them. In teaching DT, we aim to develop children's DT capability. This is far more than the acquisition of skills and requires children to apply their skills to a broad range of contexts and situations. Children also have opportunities to reflect and evaluate their work. Progression in DT capability therefore develops as children start to decide which DT skills are most suitable for a given task.

What we Teach

The National Curriculum is used as the basis for all teaching and learning throughout KS1 and KS2. At Tranmere Park Primary School, Design and Technology is taught through the International Primary Curriculum (IPC) and is linked to the children's topic learning. This enables learning to be placed into context and enables children to make connections between other areas of the curriculum. The teaching of nutrition and cooking is enhanced by our status as a 'Food for Life' school. The children cook regularly as part of our food technology sessions and are taught relevant skills suitable to their age and ability. The objectives for these sessions are carefully selected from the 'Food for Life' materials and guidance.

How we teach Design and Technology

Design and Technology is carefully planned so that all children achieve their full potential. There are no barriers to access or opportunity based on race, sex, religion, ethnic group or ability. All children are treated as individuals. Design and Technology is therefore taught in a variety of ways. These often include; first hand experiences and practical tasks, enhanced by school visits. To support learning, teachers may use ICT, a variety of grouping structures and varying levels of adult support. It is up to the individual teacher how they plan and manage their lessons. Throughout KS1 and KS2, children will be involved in the designing, making and evaluating of products. As part of the International Primary Curriculum, teachers often organise 'Exit points' where children use DT as part of their topic work to showcase their learning to parents.

How we assess Design and Technology

By the end of each key stage, pupils are expected to know, apply and understand the knowledge, skills and processes specified in the programme of study. Assessment will be based on pupils' progress towards the end of key stage statements set out in the National Curriculum. The assessment of DT capability is made through a variety of different methods, including; observations, finished products, discussion, written work questioning and photographs. Assessment of children's DT capability should take account of the DT skills the children have developed, the context and purpose of the activity. At the end of each unit of work, staff will assess children's attainment in the key areas studied. This will be recorded half termly as appropriate, using the school's subject assessment grids. At the end of each academic year, the children will be levelled for their attainment in Design and Technology and this will be recorded using the school's assessment system. Reports will be given to parents annually regarding children's progress in DT alongside other curriculum subjects. They will be informed on the report as to whether children are progressing as expected towards the relevant end of key stage statements.

How we monitor Design and Technology

At Tranmere Park Primary School there is an ongoing system of monitoring which takes place throughout the academic year. The focus of this monitoring is linked to the school development plan and whole school development priorities. Monitoring focuses specifically on the teaching and learning of DT and may include: classroom observations, discussions with staff and pupils, looking at planning and examples of children's work. The results of monitoring inform next steps and subsequent action planning.

The Subject Leader also completes a subject overview at the end of each academic year which is reported to the Head teacher. This refers to subject strengths, areas for development and data analysis.

Resources

At Tranmere Park Primary School, we recognise that the provision of suitable resources is essential for

high-quality teaching. As a result, resources are replenished regularly and are audited by the subject leader. All food technology resources are kept in the KS1 T-area within the kitchen. All other DT resources are kept in labelled cupboards in the KS2 T-area. The DT subject leader will be responsible for the managing and resourcing of the subject and will provide support and assistance where necessary.

Health and Safety

The school follows the guidelines of the "Be Safe" booklet for all general health and safety issues connected to Design and Technology. This is kept in the staffroom. In addition, staff should refer to the Health & Safety policy. During their time here, pupils are taught the importance of safe handling of tools and equipment and encouraged to assess and minimise risks with increasing independence. For further guidance on the use of specific DT tools and equipment please refer to the 'DT Health and Safety Policy.'

Inclusion

At Tranmere Park Primary all pupils regardless of gender, race, religion, ability or disability will have the opportunity to experience a relevant and appropriate religious education curriculum.

Safeguarding

Tranmere Park is committed to safeguarding and promoting the welfare of its pupils and expects all staff and volunteers to share this commitment.