

## The Federation of Abbey Infant and Abbey Junior Schools

### DESIGN AND TECHNOLOGY POLICY

Design and technology prepares children to take part in the development of tomorrow's rapidly changing world. Creative thinking encourages children to make positive changes to their quality of life. Children will be given the same opportunities to achieve this regardless of race, culture, gender or ability.

#### Aims:

We aim to provide opportunities to allow children to participate in designing and using technology in meaningful and purposeful ways. This will allow them to become discriminating, informed consumers and potential innovators through a well planned, broad and balanced curriculum.

#### Objectives:

##### For the children to:

- Foster enjoyment, satisfaction and purpose in designing and making
- Be provided with a variety of opportunities including cookery.
- Develop imaginative thinking and talk about what they like and dislike when designing and making;
- Be given activities in which they investigate, disassemble and evaluate simple objects.
- Be provided with focused practical tasks in which to practice particular skills and knowledge.
- Be able to visit local industry to see how technological developments are incorporated in business ventures.
- Be encouraged to select appropriate tools and techniques for making a product, whilst following safe procedures;
- Explore attitudes towards the made world and how we live and work within it;

#### Monitoring and Evaluation of Design Technology.

The effectiveness of the policy will be monitored during the year through:

- Monitoring planning and ensuring that skills are being taught.
- Work framed and displayed around school.
- Monitoring planning and ensuring that all areas are being taught across the year groups.
- Pupil consultations
- OfSTED and LA
- Parent consultations

- Teacher assessment based on Chris Quigley's skills ladders
- Photographs of their work

**The following criteria is used as a measure of success:**

- Planning shows a whole school approach to differentiated learning opportunities
- Children will speak confidently about their own learning identifying personal targets
- Classroom observations show active participation and children are able to articulate their learning
- At least 80% of children are working at the appropriate NC Level (Years 3 and 4 Level 3. Years 5 and 6 Level 4)