



LOCATION: CURRICULUM HANDBOOK, DOCUMENT 14

DESIGN & TECHNOLOGY POLICY

Intent statement Design and Technology at Abbey Court School

Design and Technology at Abbey Court is an inspiring, rigorous and practical subject. Using creativity, imagination and personality 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. Pupils acquire a broad range of subject knowledge drawing on disciplines and cross curricula learning such as mathematics, science, engineering, computing and art, all of which are accessible for individualised and personalised learning. 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. Pupils are aided with opportunities to promote real life skills that they may face and will aid them as adults within topics such as food technology. All areas of design technology at Abbey Court promotes independence and overcoming barriers, with safe risk taking whilst using tools such as saws and sewing machines, using switch activated cooking utensils such as microwaves and whisks, as well as a pouring arm to ensure inclusivity of each and every pupil within *all* processes and aspects of design technology; promoting experiences that can be transferred to everyday living. Exposure to Design Technology throughout Key Stage one, two, three, four and five fundamentally secures knowledge and understanding for life after school including opportunities to support personal risk assessment, independent living skills, promotes interest's and hobbies as well as the introduction to the world of work.

1. Introduction

Design and Technology is a statutory part of the National Curriculum and as such is an entitlement for all pupils at Abbey Court School.

2. SMSC

Abbey Court School makes effective provision for spiritual, moral, social, and cultural (SMSC) aspects of learning and thus promotes the development of the whole child. Abbey Court School values highly its work in personal, social, health, sex and relationship education and citizenship. We want pupils to become responsible adults and supportive citizens and seek to create an ethos and climate in the school which will help them to flourish as young people, therefore, we actively promote and evaluate pupils' spiritual, moral, social, and cultural development.

The four SMSC aspects are connected and the school's provision for one area will often make an impact on another, e.g. when pupils listen to music from diverse cultures this may also make an impact on their spiritual development. Activities to promote moral development are also likely to have an impact on social development. The school provides opportunities to promote these aspects of pupils' development, within the curriculum. Each subject policy therefore enables staff to be clear about what it means to promote development in these four areas, within each subject. This is further supported through the subject schemes of work and the SMSC Exemplar.

3. Rights Respecting School

Abbey Court School is a Rights Respecting School and puts the 54 articles of the Unicef Children's Charter at the heart of all school policy. This policy reflects that we believe that as a school we must do everything possible to ensure that, through their learning, our pupils grow as healthy as possible, learn at school, receive protection, have their views listened to, and be treated fairly.

4. Definition

Design and Technology teaches the technical understanding, design methods and making skills needed to produce practical solutions to real problems individually and as a team. At Abbey Court School, we believe it stimulates our pupils' curiosity, imagination, and creativity. Design and Technology encourages autonomy for our pupils. Cooking and nutrition form part of the programme of study for D & T. As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

This policy ensures that all pupils receive their entitlement to Design Technology.

5. Aims

Aims in DT are subject to Abbey Court School's Aims and Objectives as outlined in the Teaching and Learning Policy.

- 5.1 To provide all pupils with access to a variety of equipment and materials so that opportunities for learning are enhanced.
- 5.2 To ensure pupils are given opportunities to develop skills, knowledge and understanding of design and technology.
- 5.3 To equip pupils to participate in and meet the demands of everyday life.
- 5.4 To enable pupils to make choices, express needs and preferences and have the ability to change their environment.
- 5.5 To address the needs of the National Curriculum which aims to ensure that all pupils:
 - Learn the safe and effective use of a range of tools, materials, and components,
 - develop children's understanding of the ways in which people have designed products in the past and present. 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 and understand and apply the principles of nutrition and learn how to cook

6. Objectives

- 6.1 To develop pupils' confidence and satisfaction in the use of design and technology and to broaden their understanding of the effects of its use.
- 6.2 To stimulate pupils' curiosity, imagination and creativity.
- 6.3 To develop skills in decision making and problem solving
- 6.4 To engage in activities that are challenging, relevant and motivating

When designing and making, pupils will be taught to:

Design

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].

- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria

Technical knowledge

- build structures, exploring how they can be made stronger, stiffer and more stable
- explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products

7. Curriculum Planning

At Abbey Court School all pupils work within the National Curriculum. Students who attend the Further Education Unit follow D&T within the ASDAN Youth Award Scheme and Towards Independence modules which offer an extension to their prior National Curriculum work. Teaching staff are responsible for class timetables showing DT. This is monitored termly by SMT. For further detail on times refer to the Curriculum Policy.

A coverage plan is in place which ensures continuity and progression within all Key Stages. Schemes of work for each class have been developed to ensure coverage of the National Curriculum. DT is offered as a discrete subject and in a cross curricular way.

8. Styles of Teaching

Styles of Teaching in DT are subject to Abbey Court School's Teaching and Learning Policy (Styles of Teaching).

8.1 The majority of lessons are initially teacher directed progressing as appropriate, to pupil developed activities and thence to pupil-initiated activities.

8.2 The class teacher role develops according to pupils needs and includes consultant, assessor, monitor etc.

9. Styles of Learning

9.1 Pupils at times work individually, in pairs, small groups or as a class unit.

9.2 Pupils have access to appropriate equipment as suited to their individual need.

9.3 Pupils are encouraged to evaluate their progress being self-critical where appropriate and to evaluate and comment on the work of others.

9.4 The challenge of the task is matched to the ability of the pupil.

10. Assessment

Design and Technology assessment is subject to Abbey Court School's Assessment, Recording and Reporting Policy.

10.1 Assessment is undertaken by class teachers via observation, consultation of previous records, termly assessments, annual reviews, I.E.P reviews.

10.2 Day to day assessment is via observation and marking with pupils and used to inform planning of next stage of working.

- 10.3 A consistent approach to marking is used in line with Abbey Court's marking policy.
- 10.4 Pupils are involved in the assessment of their work as appropriate
- 10.5 A profile of achievement is maintained in accordance with the Abbey Court School Assessment, Recording and Reporting Policy.
- 10.6 Teacher assessment is undertaken as part of the above-mentioned assessment policy

11. Cross curricular links

The cross curricular nature of D & T means that pupils are encouraged to apply knowledge and skills acquired from a number of other subjects, such as science, English, mathematics, art and information and communication technology and to use skills acquired in D & T in other areas of the curriculum and in relevant and appropriate contexts.

11.1. Spiritual, moral, social and cultural development

The teaching of design and technology offers opportunities to support the social development of the pupils at Abbey Court. Pupils have the opportunity to work in groups giving them chance to discuss their ideas and feelings about their own work and the work of others. Through their combined and co-operative work across a range of activities and experiences in design and technology, the pupils develop respect for the abilities of each other and develop a better understanding of themselves. They also adopt a respect for the environment, their own health and safety and for that of others. They develop their cultural awareness and understanding, and they learn to appreciate the value of differences and similarities. A variety of experiences teaches them to appreciate that all people are equally important, and that the needs of individuals are not the same as the needs of groups.

12. Special Educational Needs and differentiation

- 12.1 Approaches to work are reviewed with respect to individuals' specific needs, e.g. higher achievers and the needs of pupils with PMLD. This requires a flexible approach through individual planning and the implementation of individual programmes of work. Ideas for strategies for differentiation are provided by the coordinator through the Schemes of Work.
- 12.2 Pupils are given access to opportunities and equipment which meet their individual needs and abilities.

13. Staffing (including support staff) and resources

- 13.1 Class teachers are responsible for the planning, teaching and recording of D&T and for the developing of day-to-day support from teaching assistants. Work experience students and volunteers are also used to support learning.
- 13.2 The D&T coordinator advises on, maintains and co-ordinates the central resource base in the Science and Technology room and Food Technology Room at the Rede Court Road site, and the Food Technology and Art Room at Cliffe Road Site.
- 13.3 Annually the coordinator bids for resources in accordance with needs identified on the curriculum action plan. This bid is submitted to the SMT prior to the beginning of each financial year.

- 13.4 Class teachers are responsible for developing D&T displays within rooms and for the plasma screen in reception, and the learning platform to celebrate pupil's achievement; to provide a source of information and as a stimulus for further work.
- 13.5 Specific training for teaching and support staff is facilitated by the Senior Management team advised by the D&T leader and may be included in the School Development Plan.

14. Equal Opportunities

All pupils at Abbey Court School are given opportunities to access all areas of the D&T curriculum in line with Abbey Court School's Equal Opportunities Policy.

15. Health and Safety

D&T teaching and learning is subject to the Abbey Court School's Health and Safety policy. All staff are responsible for becoming familiar with and adhering to this policy requirement. Health and safety in Technology and Food Technology are subject to guidelines issued by H.S.E. and K.C.C./Medway.

Pupils will be taught basic hygiene and food safety such as preparation, storage and personal cleanliness.

16. Integration including community links

Integration opportunities into mainstream settings and other Special Schools will be developed where appropriate for the needs and entitlements of specific individuals. Visits to a wide range of venues within the locality are used to observe and understand the need for D&T within the wider community and in everyday life. Placements for post 16 pupils with local employers and services are undertaken and coordinated by the KS4 and FE Leader.

17. Evaluation and Review

The Abbey Court School Subject Leaders role details the necessary processes and responsibilities.

This policy will be reviewed in the light of:

- Changes in the National Curriculum
- OFSTED requirements
- Monitoring of its effectiveness in light of its implementation
- Changes in Abbey Court School's organisation
- Changes to Health and Safety requirements/ legislation

Updated by Claire Richards June 2022