Policy & Procedure

Technology Policy
2020-2023

This policy is reviewed every three years and was agreed by the Governing Body of Chellaston Junior School in Autumn 2019 **and will be reviewed again in Spring 2022**

Signed: _____ Chair of Governors

Date: _____

Non-Statutory Policy

Chellaston Junior School

Technology Policy

Aims and Vision

Introduction/Rationale

This document is a statement of the aims, principles and strategies for the teaching and learning of technology at Chellaston Junior School.

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. The subject encourages children to become autonomous and creative problem-solvers, both as individuals and as part of a team. It enables them to identify needs and opportunities and to respond by developing ideas and eventually making products and systems.

Through the study of design and technology, they combine practical skills with an understanding of aesthetic, social and environmental issues, as well as functions and industrial practices. This allows them to reflect on and evaluate present and past design and technology, its uses and its impacts. Design and technology helps all children to become discriminating and informed consumers and potential innovators.

Curriculum Intent

At Chellaston Junior School, we ask, "**Why?**". Our curriculum is based on developing enquiring minds.

Through our curriculum, we teach our pupils core knowledge, which then equips them with the ability to showcase their **reasoning** skills. We want our children to ask 'why?' and develop their independence and **resilience** to answer their own questions for themselves.

We encourage and foster pupils' **creative thinking**, allowing them to explore and respond to the world we live in, through the curiosity of asking 'why?'

At Chellaston Junior School, we never put a ceiling on what pupils can achieve; we stretch them so that each pupil can reach their full potential. We adapt our curriculum to suit the needs of all our learners. Our adaptations allow equality of opportunity for every child; no pupil is left behind.

In our Teaching and Learning in Technology, this means:

- Promote an enjoyment of Technology

- Developing **creativity and imagination**;

- Building on pupils' skills and improve their control of materials, tools and techniques;

- Encouraging the **resilience** in pupils to 'have a go' at expressing their creativity.

- The understanding of the importance of healthy eating and how to create healthy savoury meals.

- Practical problem solving skills that can be applied to a wide range of contexts.

We hope to achieve our aims through:
- Developing design and technology capability in line with the National Curriculum.
- Providing meaningful assignments that allow children to contribute through their ideas in discussions and planning when appropriate from the familiar to the unfamiliar.
- Providing learning situations, which reflect different social, cultural, economic, historical, environmental and moral contexts.
- Providing links to ideas and materials across the world where appropriate.
- The provision of a safe working environment.
- Making cross-curricular links where appropriate.

Teaching Strategies

We use a variety of teaching and learning styles in design and technology lessons. Our principal aim is to develop children's skills, knowledge and understanding. Sometimes we do this through whole-class teaching, while at other times we engage the children in research and design activities. We encourage the children to ask, as well as answer questions which will help them to investigate. They have the opportunity to use a variety of materials such as wood, plastic and fabric. They take part in role-play and discussions and they present reports to the rest of the class. They engage in a wide variety of problem-solving activities. Wherever possible, we involve the pupils in practical activities involving problems and solutions, for example, looking at a product, researching it, designing a solution, making it and evaluating

the product. Where appropriate, the curriculum is supported by trips and visitors are encouraged in the school to help support the curriculum.

Entitlement

We recognise that all children have different abilities and come with different levels of prior knowledge. We ensure that we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty, scaffolding where appropriate;
- grouping children by ability in the room and setting different tasks for each ability group;
- providing resources of different complexity, matched to the ability of the child;
- using adults in the classroom to support the work of individual children or groups of children.

We teach design and technology to all children, whatever their ability. Design and technology forms part of the school curriculum policy to provide a broad and balanced education for all children. We provide learning opportunities that are matched to the needs of all children.

Assessment

We assess children's work in design and technology by making informal judgements as we observe them during lessons. On completion of a piece of work (the outcome), the teacher marks the work and comments as necessary, moving the children forward to meeting their targets. At the end of a unit of work s/he makes a summary judgement about the planning, designing, making, the final product and evaluating of each pupil.

The design and technology subject leader keeps photos and samples of children's work in a portfolio and uses these to demonstrate coverage of topics and what the expected level of achievement is in design and technology for each age group in the school.

Links across the Curriculum

Design and technology goes hand in hand with art. It uses skills related to art using a variety of mediums, examples of this could be looking at a product and designing advertising material. All topics are taught at the same time as other subject topics which have a similar theme, for example the 'Space Buggies' topic is taught at the same time as the science topic which involves Space.

Resources

Resources are kept in the design and technology cupboard near the hall. Large items are kept in the cupboard near to the Foremark classroom. Staff are able to collect and return resources to the cupboard. As design and technology is a subject that uses consumable resources, the design and technology coordinator is responsible for making sure general resources are ordered as well as resources used for topics. This is done by communicating with class teachers to see what they need.

Health and Safety

An important aspect of design and technology is the need to develop the children's awareness of the need to work safely and with due regard to the health and safety of themselves and others. Children will be shown how to use equipment correctly and will be given the opportunity to practice skills and techniques under supervision.

The teacher is the final decision maker about safety in his/her classroom. If there is any doubt about how to work safely, or the capacity to provide the necessary level of supervision then the activity should be postponed until advice from the subject manager or Headteacher has been obtained. If activities are deemed to be dangerous then other alternatives should be sought. All tools are regularly checked and maintained. Under no circumstances should a child be allowed to use the hot glue guns.

1. **Monitoring and Evaluation**

Monitoring and evaluation of Technology is achieved through:

- Scrutiny of pupils' Art & Design and Theme Books
- Pupil interviews
- Learning Walks
- Displays around the school
- Giving feedback to teachers

Equality Statement

At Chellaston Junior School, we actively seek to encourage equity and equality through our teaching. As such, we seek to advance the equality of opportunity between people who share any of the following characteristic:

- gender;
- ethnicity;
- disability;
- religion or belief;
- sexual orientation;
- gender reassignment;
- pregnancy or maternity.

The use of stereotypes under any of the above headings will always be challenged.

Inclusion

Our school is an inclusive school. We aim to make all pupils feel included in all our activities. We try to make all our teaching fully inclusive. We recognise the entitlement of all pupils to a

balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other pupils. We acknowledge the need for high expectations and suitable targets for all children.