



Design and Technology Policy

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OASIS ACADEMY PUTNEY

Art and Design Technology Policy

Vision Statement

Together we learn, grow and achieve.

Our School Vision and Values

Oasis Academy Putney is driven by a powerful ethos which aspires to treat everyone inclusively and recognises the importance of a holistic approach to education. As well as continuing to build a strong school and deliver a first-class education, it is also our desire to build an interconnected community, recognising that educational needs do not exist in isolation from the needs of the whole person.

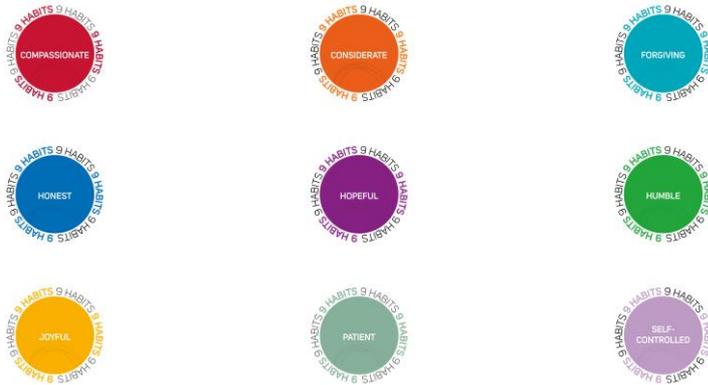
It takes a whole village to educate a child

This African saying reflects the importance of the whole community in educating our children. Support goes beyond the classroom and beyond the Academy gate. Parents, carers, families and other members of the community are invited to be involved in the life of our Academy.

At Oasis Academy Putney we aim to:

- Create a happy, stimulating, caring learning environment where risk taking and challenge is encouraged
 - Awaken and nurture a love of learning that will last a lifetime and provide everyone with the skills to pursue that learning independently and collaboratively
 - Enable everyone to reach the highest standard of which they are capable, academically and in other fields such as sport, arts and culture
 - Encourage all learners to develop their own interests, passions, enthusiasms, creativity and individuality
 - Help learners to understand and care about the world in which they live, and to believe in their ability and responsibility to change that world to make it better
 - Empower learners to develop a strong sense of right and wrong, good and bad, equality and justice. Give them the inner strength to act according to these values
 - Provide learners with the skills and understanding to live a healthy, successful life, physically, emotionally and spiritually
 - Foster respect, tolerance and love for others, regardless of race, gender, religion or difference, within a framework of equality of opportunity and fairness
 - Help learners to appreciate human achievements and aspirations and to believe in their own potential to attain great things
 - Promote a feeling of pride and confidence in learners' identities; as individuals, as members of our academy, as part of the local community and as citizens of the world
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Everything we do is underpinned by the Oasis 9 Habits:



Our Vision for Design and Technology

“Technology makes what was once impossible possible. The design makes it real.” – Michael Gagliano.

Design Technology is important at Oasis Academy Putney as it is a practical subject, requiring creativity, resourcefulness, and imagination. Pupils design and make products that solve real and relevant problems within a variety of contexts. Pupils learn to take risks, be reflective, innovative, enterprising and resilient. Through the evaluation of past and present technology they can reflect upon the impact of Design Technology on everyday life and the wider world.

Our vision for Design Technology at Oasis Academy Putney is to support the children to be prepared to deal with tomorrow's rapidly changing world. It encourages pupils to become independent, creative problem solvers and thinkers as both individuals and as part of a team. It enables them to identify needs and opportunities and to respond to them by developing a range of ideas and by making products and systems. Through the study of Design and Technology, pupils combine practical skills with an understanding of aesthetic, social and environmental issues, as well as functions and industry. This allows them to reflect on and evaluate past and present technology, its uses and impacts. Design and Technology help pupils to become discriminating and informed consumers and potential innovators.

Implementation

Our Design and Technology curriculum is designed to follow a research, design, produce and evaluate structure. This allows pupils to combine their existing knowledge and skills with new learning before applying this to a new product linked with their current topic. This way of working is promoted throughout the key stages, allowing the children to build on their skills each year. The project develops over a half term and during the year they will complete three DT projects. Alternating each half term with Art and Design. This allows for complete immersion in the project and the ability to learn and build on the skills they will need.

Design Technology National Curriculum coverage

Key Stage 1

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts (for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment).

When designing and making, pupils should 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

Key Stage 2

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].

When designing and making, pupils should be taught to:

Design

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
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- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

- select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how **key events and individuals in design and technology** have helped shape the world

Technical knowledge

- apply their understanding of how to **strengthen, stiffen and reinforce more complex structures**
- understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages)
- understand and use electrical systems in their products (for example, series circuits incorporating switches, bulbs, buzzers and motors)
- apply their understanding of computing to program, monitor and control their products

Cooking and Nutrition

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 wellbeing, now and in later life.

Pupils should be taught to:

Key Stage 1

- use the basic principles of a healthy and varied diet to prepare dishes
- understand where food comes from.

Key Stage 2

- understand and apply the principles of a healthy and varied diet
 - prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
 - understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.
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Early Years Foundation Stage

During the EYFS children explore and use a variety of media and materials through a combination of child initiated and adult directed activities. They have the opportunities to learn to:

- use different media and materials to express their own ideas
- use what they have learnt about media and materials in original ways, thinking about form, function and purpose
- make plans and construct with a purpose in mind using a variety of resources
- develop skills to use simple tools and techniques appropriately, effectively and safely
- select appropriate resources for a product and adapt their work where necessary
- cook and prepare food adhering to good health and hygiene routines

Our Design and Technology Curriculum Impact

- Pupils will know more, remember more and understand more about Design Technology
- Pupils will understand and use the key DT skills
- The large majority of pupils will achieve age related expectations in DT.
- As designers, pupils will develop skills and attributes they can use beyond school and into adulthood.

At Oasis Academy Putney we use formative assessment to determine children's understanding and inform teachers planning. DT skill progression documents support this.

DT is monitored throughout all year groups using a variety of strategies such as subject leader learning walks, topic book scrutinies and pupil interviews.

Role of the Subject Leader

1. To monitor the subject and be able to comment accurately on:
 - standards throughout the school
 - progression of skills throughout the school
 - trends over time
 2. Know the strengths and weaknesses in Design and Technology and implement an action plan in line with school policy.
 3. Write, maintain and develop a policy for the delivery of Design and Technology in the school.
 4. Advice and assist members of staff within the school in the delivery of Design and Technology.
 5. Order and maintain resources so the subject can be successfully delivered throughout the school.
 6. Manage the Design and Technology budget.
 7. Maintain professional development of the subject leaders and staff within the school in regard to Design and Technology.
 8. Lead staff meetings and feedback to staff on any undertaken CDP.
 9. Work alongside the SENCO and staff to support the provision for identified pupils.
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