

Castle School



Design and Technology

Philosophy

Design and Technology provides a wealth of learning opportunities and experiences for children to engage in practical, hands-on, exciting, problem-solving activities. It prepares children to take part in the development of tomorrow's rapidly changing world. Design and Technology encourages creative and imaginative thinking, allowing children to explore new ideas and concepts and use their individuality to solve problems. It provides children with an understanding of aesthetic, social and environmental issues whilst inspiring them to reflect on their own work and the work of others.

Aims and intentions

In line with statutory national frameworks, the aims of the subject are:

- To develop imaginative thinking in children, enabling them to talk about what they like and dislike when they are designing and making things;
- To enable children to select appropriate tools and techniques when making a product, whilst following safe procedures;
- To foster enjoyment, satisfaction and purpose when designing and making things.

The intentions for the subject are:

- Students will be able to take steps towards solving practical problems with increased independence;
- They will have developed skills which will support them in taking the next steps in their education and life;
- Students will have developed social skills and have some understanding of what it means to be a responsible citizen.

Teaching and Learning

National Curriculum:

Design and Technology is broken down into three subject areas: Resistant Materials, Food Technology and Textiles. It is taught through a 2 year repeated programme in upper KS2 and a 3 year rolling programme in KS3. KS4 and 6th Form follow a 'Moving On' programme to develop sensory understanding and experiences.

In Key Stage 4 Entry level accreditation is offered to some pupils in Resistant Materials and in Food Technology.

For pupils who have more complex learning needs, there is the opportunity to work on the acquisition of prerequisite skills across the curriculum, utilising and developing the use of their senses.

Working within the programmes of study for DT, pupils will have opportunities to:

- Develop a sense of self and time;
- Explore different cultural backgrounds;
- Investigate local and wider environments.

The National Curriculum is broken down into key skills, knowledge and understanding in a Long Term Plan. This is then developed into a scheme of work (SOW) for each term. From the SOW a short term plan is written for each group.

The programmes of study are taught in classroom based lessons. Opportunities for outside learning are also included in the curriculum.

The SOW shows progression from P Levels through to National Curriculum levels, with differentiation highlighted on planning. Planning takes into consideration the complex and varied needs of all students at Castle School.

Learning approaches

There are a range of approaches taken within teaching and learning, including:

- Enquiry based learning to engage and stimulate learners;
- Practical activities in every DT lesson;
- Opportunities to develop sensory and communicative activities are included in every lesson;
- Planning takes into consideration the developmental needs of individual learners;
- Social, Moral, Spiritual and Cultural needs are considered when planning and delivering lessons;
- Understanding of different cultures is explored in all subject areas;
- Community links are being developed to enhance the curriculum further.

Development of Key Skills

Planning, teaching and learning all take consideration of key skills.

Students are given opportunities to develop their literacy skills through:

- Reading instructions;
- Communicating ideas;
- Labelling diagrams/work;
- Sharing verbal and written evaluation.

Students are given opportunities to develop their numeracy skills through:

- Weighing and measuring;
- Estimation and accuracy;
- Number work;
- Problem solving;
- Shape.

Students are given opportunities to develop their ICT skills through:

- Recording work;
- Researching information;
- Exploring ideas and information;

- Stimulating and engaging in learning;

Reading and communication

Students are encouraged to read instructions, complete research and communicate their ideas in a variety of ways within the subject.

Students have access to a range of visual and written information, including PECS and 'Now and Next' boards. Pictures and visual aids are used effectively to support learning. Students are encouraged to share their preferences, likes and dislikes and ideas through a range of verbal, written and visual communication.

Entitlement and access

Planning, teaching and learning all take into consideration the varied range of needs at Castle School. Teachers adapt lessons and learning styles to cater for a wide variety of needs. Personalised Learning Targets are created for each child and used to support and assess their learning throughout the year.

Organisation and planning

KS2 are allocated one hour of DT lessons a week. They have one term of each subject area throughout the year.

KS3 are allocated two DT lessons a week (1:30hours) they have one term of each subject area throughout the year.

KS2 and KS3 are taught through a rolling programme of skills.

KS4 and 6th Form Sensory have (1:30hours) a week - following the 'Moving On' programme of study.

KS4 Food Technology are taught (1:30hours) weekly following the OCR scheme of work.

Achievement and progress

Assessment recording and reporting

Students are assessed in the following ways:

- Lesson by Lesson - self, peer and teacher evaluation of skills learnt.
- Termly evaluation sheet, assessment of levels achieved linking to SOW objectives and PLTs
- Yearly end of term reports and assessment of overall DT level using BSquared.

Students' work is assessed and monitored through photographic evidence annotated written work from students and final product evaluation.

Primary Assessments are kept in pupil evidence books; Secondary students are assessed at the end of each carousel, and the evidence sheets are alongside the work in their personal work books.

Assessment and evaluation is monitored internally following data from CASPA and based on NC and Equals Level descriptors.

Target Setting

Students have individual statements of needs which are broken down into IEP targets. These, in conjunction with DT objectives, are used to write PLTs for the three DT subject areas. Targets are included on the PLTs and used at the end of a SOW to evaluate progress.

Behaviour and safety

Health and safety

- Each subject area room has a risk assessment.
- An awareness of health and safety is included on SOW.
- Each room has a behaviour policy for specific needs of the room.
- Within lessons, health and safety is implemented effectively.

Links with MDT/other agencies

- Rooms are designed with adaptable height working surfaces
- Switches are used to aid communication
- Easy-grip equipment is used to support learning

Leadership and management

- Co-ordinators meet regularly to develop the subject and discuss key issues.
- Moderation meetings take place internally and externally.
- Regular observation and steps for development take place by SMT.

Monitoring and review

This policy will be reviewed and updated by the co-ordinators every two years. It will be monitored by the Deputy Head teacher and approved by the Governing body in October 16.

The Next review is Spring 18 for approval in Autumn 18.