

# Primrose Hill Primary School



## **Design and Technology Policy: *A baseline for outstanding practice***

March 2015  
Review date: January 2016

## **KEY PRINCIPLES**

Teaching at Primrose Hill is 'Learning Centred', meaning that each element of whole school and classroom practice is designed with an understanding of how children learn best at its heart.

### **At Primrose Hill we believe children learn best when:**

- learning activities are well planned, ensuring progress in the short, medium and long term
- teaching and learning activities enthuse, engage and motivate children to learn, and foster their curiosity and enthusiasm for learning
- assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at each level of attainment
- the learning environment is ordered, the atmosphere is purposeful and children feel safe
- there are strong links between home and school, and the importance of parental involvement in their children's learning is recognised, valued and developed

*These Key Principles are developed in our Teaching and Learning Policy. Their specific application to the teaching and learning of Design and Technology is described here.*



## **Key Principle**

**Children learn best when learning activities are well planned, ensuring progress in the short, medium and long term.**

**THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:**

- progress in the children's learning, specifically related to Design and Technology skills (in their books, on the walls, in conversation, in their learning behaviour) covering the full range of learning – *Investigation, Design, Making, Review and Evaluating*

**TEACHERS WILL ENSURE THAT:**

- Design and Technology learning is covered in its full entirety - each unit being planned includes opportunities for children to Investigate, Design, Make, Review and Evaluate

**IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:**

- there is a Skills Continuum in place that ensures continuity and progression
- there is a Curriculum Map in place that is broad and balanced
- a monitoring cycle is in place to support the progress of individuals and groups of learners: planning scrutiny, book-looks (No Book Day) and regular checks of the 'Outcomes Folder'

## **Key Principle**

**Children learn best when teaching and learning activities enthuse, engage and motivate them to learn, and when they foster their curiosity and enthusiasm for learning.**

**THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:**

- Design and Technology resources used to support children's understanding of new concepts (key vocabulary, books, posters etc.)
- concrete materials to assist, particularly in the *Investigation* part of the learning
- specialist resources used to build on children's skills in *Making*
- related out-of-school and enrichment activities



- Wherever possible, Design and Technology will be lined to STEM (Science, Technology, Engineering and Maths) but the stand alone activities will remain in place when appropriate)

**TEACHERS WILL MAKE SURE THAT:**

- appropriate resources are selected to support and extend children’s learning
- resources are provided on a differentiated basis to adequately support the variety of abilities and needs
- the end product of the project has a real, clear function

**IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:**

- Leader of Learning will ensure appropriate resources are sourced, related out-of-school learning opportunities are shared and links are made with other schools and institutions

**Key Principle**

**Children learn best when assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at each level of attainment.**

**THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:**

- children who are motivated to learn through differentiated learning-activities that build on their prior attainment and issue challenge that is pitched at a level that is achievable when they work hard and try their very best

**TEACHERS WILL MAKE SURE THAT:**

- they use the Skills Continuum to informally keep track of coverage as well as progress



## **Key Principle**

**Children learn best when the learning environment is ordered, the atmosphere is purposeful and they feel safe.**

**THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:**

- the safe use of resources

**TEACHERS WILL MAKE SURE THAT:**

- risks have been assessed carefully before carrying out any practical activities

**IMPLICATIONS FOR THE WHOLE SCHOOL:**

- health and safety (safe guarding refers to issues around CP) procedures are in place and are adhered to

## **Key Principle**

**Children learn best when there are strong links between home and school, and the importance of parental involvement in their children's learning is recognised, valued and developed.**

**THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:**

- photos, resources and follow-up work from out-of school learning in the classroom to emphasise the value of these experiences

**TEACHER'S WILL MAKE SURE THAT:**

- parents are invited to accompany their children on Design and Technology-related trips to share an understanding of the learning
- parents are welcomed in to share in their children's Design and Technology learning, through open mornings/afternoons and class assemblies

**IMPLICATIONS FOR THE WHOLE SCHOOL:**

- ensure parents are informed about school events and relevant topics through regular newsletters, letters, text messaging, notice boards and the school website

## **DISSEMINATION OF THE POLICY**

**The policy will be given to all members of staff and copies will be available for parents.**

## **PROCEDURES FOR MONITORING AND EVALUATION**

**The head teacher, members of the senior management team and members of the curriculum leadership team, will monitor the policy.**