

Motcombe



Design Technology Policy

At Motcombe, we believe that good Problem Solving Skills are key to ensuring Economic Well-being for our children's future. Children's ability to plan, investigate and evaluate is vital if we are to secure the best outcomes for every child. The skills of identifying needs, planning and communicating alongside knowledge and understanding of materials and components encourage children to become creative problem solvers, both as individuals and part of a team.

Policy reviewed annually in Term 6

School Mission Statement

'Flying High Together'

Our School Vision

"To build a learning community that cares for and values everyone, where promoting confidence through creativity, challenge and high expectations leads to enjoyment and success for all!"

Our School Values

1. Motcombe School is a community where children feel safe. It is a place where children can learn, play, work and grow together and where individuality for all is nurtured and valued; diversity is celebrated and all members feel able to meet their full potential, through the joy of life-long learning.
2. Children at Motcombe School have the right to the highest quality of teaching, which embraces all learning needs and is committed to raising academic standards and emotional growth.
3. We acknowledge that we live in an ever-changing world and are committed to preparing and empowering children to communicate well and fulfil their responsibilities as British and global citizens, whilst developing the ability to use all available technologies, in a safe and secure environment.
4. We promote respect for self and others, fostering qualities of initiative, creativity, growing independence and self-confidence, co-operation and self-motivation through the delivery of a relevant and challenging curriculum that acknowledges the need for health in both mind and body.
5. We are committed to supporting staff in their personal and professional development.

Ethos

Our school ethos is our shared vision and common sense of purpose. As an Infant School we recognise that it is a privilege to work with children at the start of their school career and as infant practitioners we have a strong understanding of the need to balance social and emotional maturity with academic ambition and plan learning that supports the development of both. This ethos aims to guide the day to day life and development of the school and strongly influence the 'feel' of the school.

Equal Opportunities

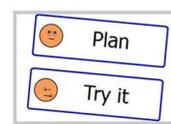
At Motcombe we believe that all children, regardless of first language, disability, race, gender, cultural or socio-economic background, should receive equal access to the full school curriculum.

Disability Statement

Motcombe is proud to be an inclusive school. We are able to offer access to the full curriculum for children who have a physical disability. We have easy access into the main part of both buildings and have facilities that include toilets for the disabled.

DT Skills

At Motcombe School we recognise the importance of effective Problem Solving Skills. We ensure that planned learning encourages the use of problem solving and creative thinking skills that deliver the Early Learning Goals and National Curriculum Objectives.



Principles	Values	Strategies
At Motcombe we:		
provide opportunities for children to generate, develop and communicate their idea .	acknowledge that children must develop the means to communicate their ideas.	plan learning that encourages children to use their problem solving skills such as: <ul style="list-style-type: none"> • communicate, share and present information • find things out through practical tasks • plan their ideas through drawing or making
develop creativity and practical skills through the explicit teaching of techniques and the correct handling of tools.	acknowledge that children make better independent learners if they are confident in the skills of investigating and making appropriate choices	use the following from Foundation Stage: <ul style="list-style-type: none"> • Model questioning and introduce question words; why, when, what how? • Use speaking partners to encourage listening and evaluating others ideas and opinions • Plan independent activities that encourage the development of fine motor skills • Plan small group and independent problem solving tasks • Learn how to use tools safely • Provide a range of materials for each activity

DT Knowledge

At Motcombe School we acknowledge the importance of children developing skills that are then transferable to enrich other areas of learning.



Principles	Values	Strategies
At Motcombe we:		
provide children with opportunities to evaluate products and processes	believe that children need opportunities to discuss with partners and groups	plan opportunities for: <ul style="list-style-type: none"> • product reviews • the evaluation of items and work for strengths and areas where improvement is needed • modifying their work
provide opportunities for children to understand a variety of materials and components	believe that children use investigation to identify characteristics of materials	plan opportunities for <ul style="list-style-type: none"> • investigating characteristics of a variety of materials, including food • joining and strengthening materials • investigating different mechanisms

Year Group Targets



At Motcombe School we acknowledge that effective learning stems from knowing where children are, where they need to go, how they are going to get there and how they will know when they have 'arrived'.

These Targets are intended to ensure that appropriate progression of skills is planned for during DT activities. We recognise that children develop their skills at different rates and therefore the most appropriate targets will be selected for each Year Group, Class, Group and/or Individual.

Targets for the Foundation Stage:
<ul style="list-style-type: none">• To make models of simple structures• To use and explore a variety of materials• To talk about their work
Targets for Y1:
<ul style="list-style-type: none">• To draw a simple plan and make a model with a purpose, including parts that move• To realise materials have different properties• To talk about their work explaining their choices
Targets for Y2:
<ul style="list-style-type: none">• To design, label and make a model with a purpose, including parts that move.• To choose materials and investigate their properties• To evaluate their work and verbally clarify ideas

Success Criteria

By following these guidelines we expect that there will be a consistent approach to the teaching of DT, which will result in the raising of standards. We will measure our success by monitoring the success criteria listed below.

- Teachers and Support Assistants will feel confident in the delivery of high quality DT provision.
- Children will be confident in their own skills and capability.
- Children will know and understand the reasons for safety practices in DT.
- Children will enjoy investigating different products and materials.
- Children will be able to apply their skills learnt in DT across the curriculum.
- Children will make significant progress in all aspects of DT.
- The levels of achievement across the school will be at least "good".

These guidelines will be reviewed annually by the DT Subject Leader and information will be reported to the SLT who will inform the full Governing Body as to the effectiveness of this Policy.