

St. Andrew's CEVC Primary School, Great Yeldham

DESIGN AND TECHNOLOGY POLICY



**Review co-ordinated by Jenny Gallagher
(Spring Term, 2009)**

**St Andrew's C of E (VC) Primary School
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RATIONALE

Design and technology is an exciting practical subject, which allows pupils to make sense of appliances and processes in their environment, primarily through first hand experience and exploration. Children have an innate curiosity as to how and why things work. Design and technology lessons can extend and enhance this natural curiosity by providing pupils with opportunities to apply and develop further the skills that they have already mastered.

Design and technology also allows them to develop their creative skills through planning, designing and making. Children can gain great satisfaction from using physical resources to create a product that meets a perceived need. It also provides an opportunity for pupils to develop an understanding and knowledge of different products, their manufacture and their uses. The subject stimulates an interest in design that helps pupils to understand how, through history, people have used design to meet their needs and to make progress. There is an opportunity to evaluate designs past and present, which encourages pupils to think critically.

Design and technology lessons can provide opportunities for work in other curriculum areas through the use of problem solving methods across its activities. For example; mathematical skills may be used for calculating the required dimensions and shape of packaging; scientific skills may be required for testing strengths of different materials; and artistic skills may be employed to make the product from a design.

AIMS

Through the teaching of design and technology it is our aim that:

- Pupils gain a knowledge and understanding of materials, components, controls and structures;
- Pupils use focused practical tasks to develop skills, techniques and knowledge particularly those related to tools and materials;
- Pupils have opportunity to investigate, disassemble and evaluate a range of simple products which are found in everyday life;
- We provide a range of design and technology activities which will help to develop their confidence when formulating their original ideas;

- Pupils experience a sense of achievement, having worked through the design process that led to the finished article;
- We instil a positive health and safety attitude;
- Design and technology is an integral part of the curriculum and that every child is given equal opportunity to develop the relevant skills, regardless of ability, gender, race or cultural background;
- Pupils are extended in each area of the design and technology curriculum so that they reach their full potential. However, no pupil should be stretched to the extent that they experience continual failure. This would be very discouraging, whereas we believe pupils should derive pleasure from their learning.

CHILDREN'S EXPERIENCES

Pupils will be given opportunities to learn through:

- the direct teaching of skills and techniques;
- guided discovery of possible outcomes;
- group discussion either led by the teacher or between peers;
- assembling and rearranging materials and components;
- evaluating a manufactured product;
- identifying a need;
- generating designs;
- opportunities to experience a variety of materials and construction methods;
- investigating food technology and hygiene;
- evaluating their work to identify strengths and weaknesses;
- the understanding of health and safety aspects;
- the correct use of tools and their maintenance;

- educational visits, where possible, to places and exhibitions of technological interest.

THE SCHOOL PROVISION

Planning is the responsibility of the class teacher. The Subject Leader will be available to consult where needed. Planning will be yearly, half-termly and weekly/blocked. Plans will refer to the NC programmes of study, the QCA schemes of work and other relevant sources. Teachers will deliver design and technology through:

- a scheme of work developed from the QCA Scheme of Work;
- allocating at least 4.4% of teaching time to Design & Technology which is mainly cross-curricular;
- make Design & technology an integral part of the school experience;
- displaying exemplary pieces of work in the classroom and throughout the school;
- providing an environment that values the children's' responses to the technology around them.

ORGANISATION

The school will follow the NC guidelines for the time allocated for teaching at KS1 & KS2. Early Years provision will follow the curriculum as outlined in the Foundation Stage document. Delivery of design and technology shall take into consideration that:

- lessons may teach a specific technique, revisit those previously learned or encourage pupil choice best suited to the work in hand;
- where appropriate, work should spring from and enhance cross-curricular themes under study;
- lessons set clear achievable goals;
- planning provides progression, continuity and subject coverage throughout the school and opportunities for pupils to evaluate their designs.

- differentiation may be by task or outcome;
- pupil groupings may be based on ability or mixed ability groups, and paired or individual activities.

MANAGEMENT

The management of the curriculum is to be overseen by the head teacher, assisted by the subject leader. The class teacher will oversee the delivery of the subject to their class.

The role of the Subject Leader will include:

- monitoring;
- resource management;
- raising awareness of developments within Design & Technology learning and teaching;
- support staff;
- curriculum documentation.

EQUAL OPPORTUNITIES

All pupils shall have the same access to activities to the subject regardless of their gender, race or cultural background. Pupils shall have opportunities to study design and technology from multi-cultural sources. All pupils to be provided with learning experiences that are aimed to enable them to experience success, pleasure, gain confidence and acquire competence.

BLP and VERY ABLE PUPILS

The design and technology curriculum should fulfil the needs of all pupils. The planned curriculum should take into account pupils with IEPs that may address sensory, physical, cognitive, emotional and/or behavioural difficulties. Where appropriate arrangements for extra adult and/or specialist equipment help may be sought.

IMPLEMENTATION

Planning will address yearly, half-termly and weekly/blocked objectives. Content will refer to the QCA schemes of work and other resources where appropriate.

Class teachers will consult the 'Themed Approach' Long Term Curriculum Planning which provides cross curricular links. Samples of work will be photographed and used as a basis for display in classrooms and throughout the school.

ASSESSMENT, RECORDING AND REPORTING

Completion of the school's foundation curriculum year group assessment grids ensures continuity and progression, in the subject, across the school. The National Curriculum provides guidance on the level descriptions which ensures consistency in teacher assessment. Pupils may receive feedback on their work verbally or by written comments. Teachers may enlist LSAs to contribute to the assessment process. The school has developed an electronic portfolio, using photographs, to record progress and exemplification of standards. Opportunities for reporting progress to parents will be at the termly parent's evenings and in the end of year report.

CROSS-CURRICULAR LINKS

Wherever possible and appropriate Design & Technology should be used in other areas of the curriculum. Schemes of work will identify clearly where opportunities exist for cross-curricular work, such as Art & Design, Science and ICT. It should also be recognised that there is a place for Design & Technology led topics. Skills, knowledge and understanding from other National Curriculum subjects, such as Maths, History, Science, ICT, RE and Geography, will be integrated and considered within Design & Technology units.

RESOURCES

Each class might carry a supply of readily available materials. This will be more in evidence in the lower end of the school. Specialist materials and equipment is held in the central resource room. Consumable resources will be ordered by the staff completing a requisite form and passed to the office manager for electronic ordering.

MONITORING AND EVALUATION

The head teacher has overall responsibility for monitoring and evaluating the curriculum, in consultation with the Subject Leader and staff. Design and technology are part of the planned monitoring cycle.

This process may involve:

- assisting staff with planning and assessment;
- lesson observations;
- collecting pupil responses to ascertain their learning;
- scrutiny of pupils work;
- monitoring the environment;
- monitoring STP against Medium term objectives;
- reporting to governors at curriculum meetings;
- assisting SENCO and staff with IEPs;
- portfolio of photographs to record exemplary work.

HEALTH AND SAFETY

The school agrees to abide by statutory health and safety guidelines as outlined by the LEA. Regular checks will be undertaken to ensure compliance with legal requirements.

In general, teachers will always teach the safe use of tools and equipment and insist on good practice. Children will be taught to return tools to the designated place when not in use.

The craft knives will only be used by responsible Year 6 children under direct supervision. The glue gun will be used by Key Stage 2 children under supervision only when there is no other appropriate joinery technique.

Food-hygiene and safety

Food will be bought and used on the day it is needed. Teachers and adult support staff will oversee that cupboards, table tops, cooker etc. are clean and in working order. Adults and children will wear plastic aprons and they are always to follow strict hygiene principles.

APPENDIX

- DCSF/QCA documents.
- Quality of Learning and Teaching Policy.
- Policy for Assessment, Recording and Reporting.
- Resources audit.
- Health & Safety Codes for D&T and Food Technology & textiles no3.

Reviewed by J Gallagher **January, 2009**

Shared with staff **January, 2009**

Presented to the Curriculum Committee **February 2009**

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