

HAYDON WICK PRIMARY SCHOOL



DESIGN AND TECHNOLOGY POLICY

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Pupils should be taught to develop their design and technology capability through combining their designing and making skills with knowledge and understanding. Through their Design and Technology, children become more focused on what makes a successful product and more imaginative in how a product could be made or improved.

Aims

The main aim of design and technology is developing children's understanding of the designing and making process, the need to evaluate existing ideas and products and an ability to work through the D&T process confidently.

- Children gain a knowledge and understanding of materials, components, controls and structures.
- Children use focused practical tasks to develop skills, techniques and knowledge particularly those related to tools and materials.
- Children have opportunity to investigate, disassemble and evaluate a range of simple products which are found in everyday life.
- Children draw upon knowledge and skills from other curriculum areas, particularly mathematics, science and art.
- Wherever possible, children will carry out design and technology activities that are relevant to a class project.
- Children experience a sense of achievement, having worked through the design processes that lead to the finished article.
- We instil a positive health and safety attitude.
- Children are extended in each area of the Design and Technology Curriculum so that they reach their full potential.

Method

There is no specialist teaching in design and technology, it is to be taught by the class teacher. Children will be taught in their normal class group.

Design and Technology will be taught either in a condensed period or over a period of weeks. Individual class teachers will decide which timescale is best suited to the unit of work. At least two units of work will be taught each year and may be amended to meet the needs of the pupils.

Children will be encouraged to generate ideas through:

- group discussions either led by the teacher or between the children
- assembling and rearranging materials and components
- evaluating products

Children will be encouraged to work as individuals, in pairs, in groups and also as a whole class when appropriate. When evaluating their own work, children will be encouraged to refer to the design criteria established in the design brief as their basis for deciding on how good their product is. They will be encouraged to identify strengths and weaknesses in a positive way.

The emphasis in Reception is for children to be encouraged to examine and talk about everyday objects and give possible reasons for why things are made the way they are. They will learn basic skills, for example, cutting and sticking.

At Key Stage 1 pupils use a range of materials, including ICT, textiles, food and items that can be assembled to make products. At Key Stage 2 pupils use a range of materials including ICT, stiff and flexible sheet materials, textiles, mouldable materials, food, electrical and mechanical components.

During their experience of Design and Technology the children are introduced to a variety of contexts including, home, recreation, industrial and community. The work undertaken will be practical, enjoyable and relevant for all children. Children will have opportunities to experience textile and food technology at least once during each key stage.

Teaching Assistants and adult helpers will be provided with specific guidance on ways in which they are to work with children, the degree of independence that the children should be given and the specific aims and objectives for any activity that they are to oversee.

Resources

Our school has a wide range of resources to support the teaching of design and technology across the school. Classrooms have a range of basic resources, with the more specialised equipment being kept in storage boxes in the Music Room. This room is accessible to children only under adult supervision.

A full list of the resources available for design and technology has been set down by the Design and Technology Co-ordinator.

Foundation and Key Stage One

Equipment
Scissors

Materials
Pipe Cleaners

Rulers
P.V.A. Glue
Pritt Stick
Sellotape
Paper clips
Bulldog clips
Paper fasteners
Pegs
Tufkut scissors

Cotton reels
Lollysticks
Corrugated card
Cardboard wheels
Paper plates
Card
Straw
Felt
'Recycled' materials

Construction kits

Dacta
Lego
Stickle Bricks
Lasy
Googoblex
'Cog Kit'
Mini Quadro
Polydrons
Mobilo

Food Technology

Bowls
Knives
Wooden spoons
Ovens
Spatulas
Baking sheets
Biscuit cutters
Scales

Key Stage Two

All KS1 equipment and materials plus the following:

Equipment

Copydex
Balsa cement
Cool Glue Gun
Safety ruler
Cutting Mat
Magic cutters
Paper drill
Hacksaw
Hand drill
Bench hooks
Saw guide
Hole punch
Shaper saw
Hammer
Lynx jointers

Materials

Balsa Wood
Wooden dowel
Florists Wire
Construction
Lego Technics
Wooden Meccano
Lego
Straws (connecting)

Assessment, Reporting and Recording

Teachers assess children's work in design and technology by making assessments as they observe them working during lessons. They make an annual assessment of progress for each child, as part of the annual report to parents.

The Design and Technology Co-ordinator monitors the subject by:

- collecting examples of termly planning and an individual plan for each unit
- collecting 3 examples of work (low attainment, average attainment and above average attainment) after a unit of work is completed - usually from either a class or year group
- talking to colleagues about work completed

Safety

The teacher will be responsible for the Health and Safety of themselves, teaching assistants and pupils within their class.

Pupils should be encouraged to:

- collect and return tools and equipment safely
- follow clear instructions
- only move around the classroom when necessary
- wear safety equipment whenever necessary

Direct safety instructions will be given to children each time they undertake a design and technology activity.

Equal Opportunities

Through our design and technology teaching we will provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. All design and technology activities will ensure an equal interest and participation level for both boys and girls.

Special Needs

Those children who are recognised as having special educational needs will follow similar programmes of study as their peers. However, the work, if necessary will be differentiated to meet individual children's needs.

The Role of the Co-ordinator

The work of the subject leader also involves supporting colleagues in the teaching of design and technology, being informed about current developments in the subject, and providing a strategic lead and direction for

the subject in the school. The design and technology subject leader gives the headteacher an annual report in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.

Review of the Policy

At the end of each academic year, this policy will be discussed and if necessary revised in the light of any changes made locally and nationally.