

St Ippolyts C.E. (VA) Primary School



**Design
Technology
Policy**

September 2013

Aims of Design and Technology

- The aim of the school is to develop designing and making skills, knowledge and understanding to the best of each child's ability, using a range of tools, materials and components safely.
- Create an interest and enthusiasm for designing and making for children of all abilities.
- Provide a range of activities to develop the children's capability and confidence in their own ideas.
- Help children develop an ability to criticise constructively and evaluate their own products and those of others.

Recommended activities

Units of work will include a range of activities specified in the National Curriculum Order:

- Investigate, disassembly and evaluate activities
 - Focused practical tasks to teach the use of a range of tools and techniques
 - Designing and making assignments
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- Focused tasks will be used to teach the correct use of tools and equipment.
 - Units of work will be planned over a two year cycle to ensure balance and progression however a shift to a more skill based curriculum is underway to allow for more creative and cross curricular links with other curriculum areas.
 - Commercial schemes such as the DATA guidance materials and its specific units of work form the basis of long and medium term planning.

Teaching and learning style

The school uses a variety of teaching and learning styles in design and technology lessons. The principal aim is to develop children's knowledge, skills and understanding in design and technology. Teachers ensure that the children apply their knowledge and understanding when developing ideas, planning and making products and then evaluating them. We do this through a mixture of whole-class teaching and individual/group activities. Within lessons, we give children the opportunity both to work on their own and to collaborate with others, listening to other children's ideas and treating these with respect. Children critically evaluate existing products, their own work and that of others. They have the opportunity to use a wide range of materials and resources, including ICT.

Learning Outcomes

Children will design and make a range of products. A good quality finish will be expected in all design and make activities appropriate to the age and ability of the pupils.

Children in key stage 2 will keep some sketches, plan drawings, paper mock ups, notes and evaluations/photographs. These can be used for assessment purposes and for monitoring progression.

Children in key stage 1 will keep a sample of drawings, quick models and the final products to demonstrate the whole designing and making process

Equal Opportunities

We believe that it is important for all children to experience the range of design and technology activities. We will use opportunities within design and technology to challenge stereotypes.

Special Needs

All children will be encouraged and supported to develop design and technological capability through a range of materials. We recognise the importance of identifying the specific difficulties that individual children might have in design and technology so that appropriate teaching and organisational strategies can be adopted.

The Foundation Stage

Children in reception are encouraged to develop their skills, knowledge and understanding to help them make sense of their world as an integral part of the school's work. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the development of the children's knowledge and understanding of the world to the objectives set out in the Early Learning Goals. These underpin the curriculum planning for children aged three to five. This learning forms the foundations for later work in design and technology. These early experiences include asking questions about how things work, investigating and using a variety of construction kits, materials, tools and products, developing making skills and handling appropriate tools and construction material safely and with increasing control.

We provide a range of experiences that encourage exploration, observation, problem solving and discussion. These activities, indoors and outdoors, attract the children's interest and curiosity.

Assessment recording and reporting

An annual report to parents will detail progress and achievements made in design and making. Examples of work including photographs will be kept for a school portfolio to demonstrate the different levels.

Resources

Key Stage 1

A limited range of materials and tools will be provided for key stage 1 children:

- Paper, card, reclaimed materials, textiles, square section wood, doweling, wheels, cotton reels, construction kits

These will be class based resources

- hole punches, scissors,

All other resources will be stored in a central location.

Key Stage 2

Children will have access to the above materials and tools and in addition:

Glue gun [low temperature melt], wire strippers, rotary cutters [Year 6], hand drill, foam board, materials for frameworks.

These materials will be centrally stored and will be introduced to the children through focused activities as indicated in the units of work.

Motors, switches, buzzers, bulbs, bulb holders, pulleys are kept in a central store.

Published resources to support teaching and learning in design and technology are stored in the staff resources area under the stairs or in the cupboard in Class 3.

Health and Safety

Teachers will always teach the safe use of tools and equipment and insist on good practise. Children will be taught to return tools when not in use.

Craft knives and rotary cutters will only be used by responsible year 6 children under direct supervision. When a glue gun is purchased for the school it will be used by key stage 2 children under supervision.

Food hygiene and safety

With the new Curriculum Kitchen food will be bought and used when it is needed. A small range of basic ingredients will be available but checked regularly. All surfaces must be clean and both adults and children will wear aprons when working with food. Adults and children will also tie back long hair and wash hands before working with food.

Role of the coordinator

The coordinator will:

- lead the development of design and technology in the school
- provide guidance to individual members of staff
- Keep up to date with local and national developments in design and technology and disseminate relevant information.
- Review and monitor the progress of planned units of work
- Order stock linked to the planned units of work
- Be responsible for the organisation and management of resources

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