

Saint John Fisher Catholic Primary School



Design and Technology Policy

“To live, love and learn and learn in our caring community.”

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Rationale:

Design and Technology is a 'hands on' subject in which pupils have the experience of evaluating, designing and making products of a high standard. Design and Technology encourages children to examine their environment, question the world and to think about how and why things work the way they do. Design and Technology prepares pupils to participate in tomorrow's life changing technologies. Pupils learn to think and intervene creatively to improve quality of life. They develop their personal skills by problem solving and developing a knowledge of health and safety. They also develop social skills by working and planning independently. Pupils work co-operatively in pairs or groups and persevere when completing tasks. They develop self-motivation and self-evaluation skills and take pride and respect their own work and that of others.

Aims:

At St John Fisher Primary School, we aim to:

- Extend the Design and Technology capability of each pupil by building on previous knowledge and extending their designing and making skills.
- Develop the confidence of each pupil when working with a range of tools and materials to design and make products of which they are proud.
- Raise pupil awareness of existing products to assist them in generating their own ideas and to extend their understanding of the role of design in the 'real world'.
- Prepare pupils' to live and work in an increasingly technological society.
- Develop pupils' ability to work individually and as an effective team member.

- Develop pupils' understanding of health and safety matters.

Objectives:

Through a planned programme of work constructed around the National Curriculum Programme of Study all children will be:

- Provided with opportunities to investigate and research concepts and ideas.
- Provided with a range of practical activities using construction kits, reclaimed materials, wood, plastics, food, textiles, and mechanical, electrical and pneumatic/hydraulic components to design and make products.
- Given a variety of activities that balance teaching of knowledge and skills with opportunities to apply the former to design and making tasks. Children will also take responsibility for planning their own work.
- Encouraged to draw on skills learnt in other curriculum areas when designing and making.
- Given opportunities to disassemble, investigate and evaluate existing products in relation to the purpose for which they were made.
- Provided with opportunities to use up to date equipment which reflects developments in the wider world.
- Given opportunities to work on individual projects, and to contribute as a member of a group on a larger project.
- Taught about health and safety in relation to tools, equipment, food and materials.
- Encouraged to think about the safety of others when occupied on a task.
- Given opportunities to evaluate their own work and the work of others against their original intentions.

Management and Organisation:

Design and Technology is a foundation subject in the National Curriculum. At St John Fisher Primary School, a scheme of work for Design and Technology is available for class teachers to follow, in order for the pupils to acquire a broad base of knowledge and skills in a range of design and make activities.

At Key Stage 1 and Foundation Stage

Pupils are encouraged to think imaginatively and to talk about what they like and dislike when designing and making. They plan what has to be done and identify and evaluate what works well and what can be improved in other designs. Pupils build on their early childhood experiences of investigating objects around them. They explore, talk about, draw and model their ideas. Pupils learn how to use ICT as part of their designing and making.

At Key Stage 2

Pupils work on their own or as part of a team when designing and making. They think about what products are used for and they plan and evaluate their designs. They draw on knowledge and understanding from other areas of the curriculum and use ICT.

In all contexts, in Key Stage 1 and 2, the subject is taught in a way to ensure progression of skills and knowledge.

We aim to allocate a minimum average of an hour a week for Art & Design/or Design and Technology. Teachers may use this flexibility as necessary and may 'block' units of work together where his works best.

Role of the Subject Leader

The co-ordinator will:

- Oversee the development of design and technology within the school.
- Provide guidance to individual members of staff.
- Develop, revise and evaluate the Scheme of Work.
- To ensure the policy is implemented within the school.
- Monitor the teaching of Design and Technology within the school.
- Support colleagues in the delivery of Design Technology, providing and organising INSET training where appropriate.
- Liaise with outside agencies for additional Design and Technology experiences for children.

- Ensure that resources are relevant to topics and are accessible and available.
- Purchase new equipment and consumables.

Accommodation and Resources:

Pupils in Key Stage 1 will be involved in Design and Technology lessons in the classroom. Certain activities may be lead by a Teaching Assistant in the Art Room.

Pupils in Key Stage 2 will be involved in Design and Technology lessons in the classroom. Cooking may be carried out in the classroom or in the Staffroom.

Certain activities in both Key Stages may be undertaken on educational visits or led by visiting agencies.

Teaching Assistants and voluntary helpers may be asked to help with Design and Technology activities. The class teacher is responsible for ensuring that helpers are confident with the lesson content and the health and safety aspects that may arise from the activities.

The equipment is divided between the infant and junior buildings:

In Key Stage 1, certain resources are classroom based, such as construction kits, scissors and so on. Other consumable items are kept in the infant stockroom. Tools are kept in a lockable trolley situated in the art room. Topic boxes are also available for each Design and Technology module where appropriate.

In Key Stage 2, certain resources are classroom based, such as construction kits, scissors and so on. Other consumable items are kept in the junior stock cupboard and Design and Technology cupboard. Tools are kept in a lockable trolley situated in the junior corridor. Topic boxes are also available for each Design and Technology module where appropriate in the Design and Technology cupboard.

Resource lists are also displayed. The main list is displayed on the inside door of the Art and Design and Technology cupboard door. Each class teacher also has a list of available resources in the Art and Design and Technology schemes of work.

Teaching and Learning:

Design and Technology at all levels should be delivered using a variety of teaching styles in order to make the lessons suitable for all pupils regardless of ability, ethnicity or disability.

Teaching should include opportunities for:

- Practical activities that allow pupils to work with a wide range of materials, components, tools and equipment.
- A balance between focused practical tasks structured to develop particular knowledge or skills and open ended design and make assignments which allow pupils to apply their knowledge and skills.
- Pupils to investigate, disassemble and evaluate existing products.
- Pupils to be stimulated by motivating tasks that are suitable for girls and boys of all backgrounds and interests.
- Pupils to record their work in a variety of ways including pictorially, written and photographically.
- Pupils to discuss, review and evaluate their own and others work.
- A balance between individual, group and class work.
- Pupils to develop responsibility for organising their own planning, recording and resources.

Assessment, recording and reporting:

Assessment and record keeping will be kept by individual class teachers and be based on evidence gathered through discussion and observation of the pupil during the lesson and by the child's recording of the activities e.g planning, designing and photographing practical activities.

Equal Opportunities:

The teaching of Design and Technology will support the whole school policy on equal opportunities.

Design and Technology will avoid gender stereotyping, with all pupils engaging in all activities involving construction, use of tools, cooking, textiles and so on.

Design and Technology will seek to promote an understanding of different cultures by exploring different solutions to technological problems and examining the needs of those cultures. This is particularly appropriate when the task is linked to Geography and Science.

Pupils with special educational needs will be supported in line with the whole school policy on SEN. Design and Technology is available to all pupils regardless of ability or physical disability and appropriate intervention and teaching methods will be used wherever necessary.

Design and Technology and I.C.T:

I.C.T. will be used to enhance the pupils' knowledge and understanding of Design and Technology as a tool for communicating ideas, experimenting with designs, presenting and analysing data, to design and manufacture products in quantity.

Design and Technology will contribute to the delivery of the I.C.T. curriculum where possible by using computers to communicate and handle information about the children's' work.

Health and Safety

The curriculum is planned and executed to meet H&S requirements, so far in as is reasonably practicable. We acknowledge that equipment must be suitable and appropriate and fit for purpose. Risks and hazards are controlled through use of risk assessment and implementation of risk control measures. Where personal protective equipment is required as identified by risk assessment, information, instructions, training and supervision in the use of the equipment will take place. Correct pupil/ staff ratios to be adhered to. Only authorised equipment should be used. Staff will always teach the safe use of tools and equipment and insist on good practice. Food will be brought and used on the day it is needed. The class teacher/teaching assistant will check that cupboards, tabletops, cooker etc are clean and in working order. Plastic aprons will be worn by adults and children when working with food.

Staff Development:

Training is available to staff to support their personal professional development and/or school development priorities. Any training will be recorded within the Subject Leader's File.

Monitoring and Review:

The Subject Leader will monitor Design and Technology through the following:

- Monitoring planning
- Lesson observations
- Work scrutiny
- Pupil Interviews
- Assessment data

The Subject Leader will also keep a portfolio of evidence of children's work.

Signed:

Principal:

Date: September 2017