



Design Technology Policy

Introduction

Children are entitled to technological understanding as they prepare for the rapidly changing technological world of the 21st Century. They need to learn to think creatively, to problem-solve using a range of activities, as individuals and as part of a group.

To this end a well-structured Design and technology curriculum based on first hand meaningful experiences is provided.

Aims and purposes

Design and technology offers opportunities for children to:

- Develop their Design Technology capability, i.e. the capability to generate ideas in response to a variety of needs, opportunities or starting points and to use a range of materials.
- Promote knowledge and understanding of technology in the present and the past.
- Promote safe practice in Design and Technology activities with regard to pupil's own health and safety and that of others in a group.
- Develop the capability to make critical and constructive judgements about design and manufacture by others inside and outside the class.
- Provide the opportunity to place learning from other curriculum areas into a purposeful and practical activity.
- Promote the development of pupil's personal qualities in terms of enquiry and confidence.
- Develop an understanding of technological processes, products, and their manufacture, and their contribution to our society.
- Meet the statutory requirements of the National Curriculum.

Curriculum Organisation and Planning

We are currently using the Chris Quigley Creative Curriculum to support planning, teaching and learning which take into consideration the National Curriculum statements. This scheme is used by teachers where necessary to allow for greater opportunities, for children to develop their skills. Each class will undertake one Design and Technology activity each term. The objectives that children are aiming to achieve fall under three types of activities. These are:-

- Investigate, Disassembly and Evaluative Activities (IDEA'S) related to familiar products and applications.
- Focused Practical Tasks (FPT's), which may be used to practice skills.
- Design and Making Assignments (DMA's), which involve the making of a quality product.

Within each unit of work, pupils will be presented with opportunities to undertake a range of age-appropriate skills.

In order to achieve these targets, pupils at each Key Stage will work with the following materials and components in the type of activities listed above.

During Key Stage 1 pupils will learn how to think imaginatively and talk about what they like and dislike when designing and making. They build on their early childhood experiences of investigating objects around them. They explore how familiar things work and talk about, draw and model their ideas. They learn how to design and make models safely and could start to use ICT as part of their designing and making.

During Key Stage 2 pupils will work on their own and as part of a team on a range of designing and making activities. They will think about what products are used for and the needs of the people who use them. They will plan what has to be done and identify what works well and what could be improved in their own and other people's designs. They will draw on knowledge and understanding from other areas of the curriculum and use computers in a range of ways.

Resources

All classes have access to the Design and technology materials in the art cupboard and Upper KS2 have a store of materials in the Year 6 store room. These must be returned after use. Where larger or more specialised equipment is required the children will be taken to the Tick Centre where a full risk assessment has been undertaken. The Tick centre fully complies with the Schools health and Safety Policy.

Resources will require an annual review.

Special Educational Needs

All lessons will be fully differentiated. Activities inside and outside the classroom will be planned in a way, which encourages the active participation of all pupils, irrespective of ability. All pupils will undertake the full range of Design and Technology work unless excused due to medical, cultural or educational reasons. The provision of special tools for some pupils must be considered when planning work.

Health and Safety

As Design and Technology involves the use of potentially dangerous tools, pupils and teachers must be aware of the safety requirements; reference may be made to the School's Safety Policy. Direct safety instructions will be given to pupils each time they undertake a Design and Technology activity involving the use of tools, which will be at the discretion of the class teacher.

Pupils must be encouraged to report possible safety hazards.

- All loose clothing and long hair must be secured or removed prior to using tools.
- Small groups of children will be supervised by an adult when using equipment.
- Tools must be stored carefully whilst in the classroom and returned by the teacher to the storage area after the lesson.

Working with food

Food technology lessons require certain specific safety and hygiene matters to be addressed. An adult must supervise all activities involving cooking; teachers must ensure that helpers who are to participate in any aspect of food activities must be aware of all matters relating to health and safety. The matters of cleanliness, personal hygiene, protective equipment, floors and floor coverings, fixtures and fittings, furniture, food preparation equipment, tasting food, waste removal and disposal must be addressed.

Reviewed by S Lawler/J Harrison

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