

# Design and Technology Policy

## Introduction

Design and Technology involves applying knowledge and skills when designing, making and evaluating products. Activities in this subject will enable pupils to consider the needs of individuals and society when designing and making a variety of products. Undertaking these activities will provide opportunities for children to use a wide range of materials, tools and processes, and to work independently and as part of a group.

## Aims

- To develop children's knowledge and teach skills in order to design, make and evaluate products successfully
- To provide adequate time, access to information, skills and resources to make a good quality product
- To develop pupils ability to use a range of tools, materials and components safely
- To motivate pupils by providing interesting and stimulating experiences
- To develop pupils understanding of the ways in which people have designed and made products to meet their needs.

## United Nations Convention on the Rights of the Child

Parrett and Axe CE VA Primary School embraces the United Nations Convention on the Rights of the Child and within our Design and Technology policy the following articles are incorporated:

“Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and others cultures and the environment.” (Article 29)

“Every child has the right to relax, play and join in a wide range of cultural and artistic activities.” (Article 31)

## Rights

### Implementing Design and Technology

**Time** - An afternoon session per week in blocks of half of each term is allocated to teaching Design and Technology, occasionally a more extended time (e.g. a whole morning) may be planned at KS2.

#### Activities –

**KS2** - Units of work derived from the QCA 'Schemes of work for Key Stage 2', are planned for by the D & T Co-ordinator (see Long Term Planning). These include investigative, disassembly and evaluate activities, focussed practical tasks and design and make assignments. Focussed tasks are used to teach the correct and safe use of tools and equipment. The units of work are planned over a two year cycle to tie in with the Topics, and to ensure balance and progression throughout the child's time in our School. There is one unit of work per term for each class.

**KS1** – It is our aim that children take part in meaningful design and technology, therefore activities are planned around the chosen 'topic' at any given time. Focus to the skills being used are noted to ensure progression through this key stage. Skills based activities are planned alongside other subjects to encourage cross-curricular learning.

**Foundation Stage** - Children have opportunities to learn simple cutting and joining techniques, to explore through construction kits and talk about how products are made. Activities are planned to develop the Early Years Foundation Stage Framework.

**Cross-curricular links** - Links with other curriculum subjects such as art, maths, science and ICT are provided by linking with the Topic Cycle.

**Organisation** - Children are taught Design and Technology by their Class teachers.

**Learning Outcomes** - Children design, make and evaluate a range of products. A good quality of finish is expected in all Design and Make activities appropriate to the age and ability of the child. Children are encouraged to make sketches, plan drawings and make notes and evaluations to support their work. These are used for assessment and monitoring progression. Finished work, (including drawings, planning sheets and final products) is displayed appropriately within the school and on occasion out in the community, to demonstrate to parents the whole Design and Make process.

**Equal Opportunities** - We believe it is important for all children to experience the range of design and technology activities. This is an ideal opportunity to challenge stereotyped attitudes! The children will be encouraged to work in mixed groups.

**Special Educational Needs** - All children are encouraged and supported in their Design and Technology activities. We recognise the importance of identifying the specific difficulties that individual children have in Design and Technology so that appropriate teaching and support can be given.

**Assessment, Recording and Reporting** - Examples of children's work, including photos are kept to demonstrate different levels and the annual report to parents details progress and achievements made in designing and making.

**Resources** - A range of tools and glue guns are kept on a Technology trolley, for use in the classroom. Reclaimed materials, textiles, sewing equipment, printmaking materials and published resources to support teaching and learning in Design and Technology are kept in the Design and Technology cupboard in the hall.

**Health and Safety** - Teachers always teach the safe use of tools and equipment and insist on good practice. Children will be taught to return tools to the trolley when not in use. Craft knives are only to be used by adults in the Design and Technology lesson. Cool glue guns are available for use by Key Stage 2 children, under adult supervision.

**Role of the Co-ordinator** - The Co-ordinator leads the development of Design and Technology in the school and provides guidance to individual members of staff. The co-ordinator keeps up to date with local and national developments in Design Technology and disseminates relevant information. Units of work are planned for the whole staff and linked to the school's two-year rolling programme; these will be reviewed every two years. Stock will be ordered as needed to resource planned units of work. The co-ordinator encourages a good display of Design and Technology work throughout the school.

