

Newton Flotman Primary School

Design Technology Policy



Policy agreed by: _____

Date: _____

Review Date: _____

Policy Statement

Design Technology teaching will develop from the children's early investigative experiences. It will aim to build a confident attitude to designing and making by providing them with a broad range of experiences which develop their curiosity about the designed and made world, and their capability in designing and making. The subject encourages the children to become creative problem solvers both as individuals and as part of a team.

Aims

Children will be encouraged to explore how familiar things work through talking, drawing and modelling. This will involve teaching basic skills such as researching, planning, communicating, shaping, assembling, selecting, cutting and evaluating. Decision-making and problem solving will be the centre of the process.

In this school where children of mixed ages are taught together, work in design technology is organised in 2 yearly cycles. We will ensure that individuals and groups, including children with a gift or talent in this area, make appropriate progress. Planning is skills based, covering the main areas of learning – textiles, food, structures and mechanisms. The QCA scheme of work is available in school, however planning is also delivered through cross-curricular themes. The order of teaching in each year group is not fixed but may be delivered through weekly sessions, a half day or day during a half-term. Daily sessions for a DT week may also be planned to ensure that continuity and enthusiasm are maintained.

Teaching and learning

The children will be supported and guided to the point where they are able to make independent choices and select tools and equipment to create their designs in three dimensions. The designing and making assignments are the context in which the children will develop their creative skills through exploring, planning, designing and making.

By delivering a balanced programme, children will develop the knowledge, skills and understanding they need in order to design and make through focused practical tasks (FPTs), investigative, disassemble and evaluate activities (IDEAs) and design and make assignments (DMAs)

Links with other subjects

At times design and technology skills will be taught as a discrete subject and at other times integrated 'creatively' in to topics. Design and Technology will have very close links with other areas of the curriculum e.g. writing instructions for a model.

Management in the classroom

- The children will work individually and as a group on oral, practical and written tasks.
- All activities are planned to encourage full participation by all children of all abilities.
- All design technology activities will ensure an equal interest and participation level for both boys and girls.
- Additional adults in the classroom will be organised to ensure that children are supported in the activities.

Resources

Some materials are stored in individual classrooms whilst the main resources are kept on the shelves outside classes 3 and 4. The design and technology subject leader will liaise with colleagues to maintain and develop resources within the available funds.

Children are encouraged to respect the equipment, use materials economically and care for the working area. They will select, use and return their own equipment and material tidily and safely.

Design Technology teaching will promote:

- Creative thinking
- Problem solving and critical thinking

- Awareness of health and safety
- The use of appropriate vocabulary
- Manipulative and communication skills
- Perseverance
- Willingness to review and improve
- Independence and co-operative work
- A respect for the working environment
- Cultural awareness and an appreciation of the values of differences and similarities
- An understanding that all people are equal and solutions need to be found to meet the needs of individuals and groups.

Equal opportunities

Every effort will be made to ensure that activities are of equal interest to both boys and girls. Units of work will be planned to ensure that gender stereotyping is not reinforced and an awareness of the richness and diversity of cultures is fully developed.

Assessment and evaluation

Assessment is part of the teaching and learning process and will be used to enhance future planning and teaching. Photos will be taken of the children's work and kept as part of the portfolio of evidence. Teachers will report on individual progress as part of the usual report to parents.

Health and safety

- A trained adult should supervise the children when using tools and equipment.
- The children will only use low temperature glue guns under direct supervision. A separate area will be allocated for the use of glue guns in the classroom.
- Throughout Key Stage 1 rounded scissors will be used.
- Throughout key Stage 2 the children will use pointed scissors after instruction from an adult.
- The children will be made aware of safety concerning themselves and others through discussion with them.

Teachers need to be familiar with health and safety guidance when planning and conducting activities; teachers will have due regard to the health and safety of their pupils, themselves and other adults. Staff will also include risk assessment in their planning and prior to the lesson commencing. Any helper will be made aware of all health and safety issues.

All staff will be aware of the code of practice for curricular activities. These are in the green Health and Safety Policies and Procedures folder.