

Holy Trinity C of E (VA) Primary School

Design Technology Policy

Introduction

Design Technology is an important part of the education at Holy Trinity C of E (VA) Primary School. All children in the school study Design Technology through practical, challenging and yet safe activities based on their immediate personal experiences, and later on, a broader range of contexts and materials which help develop more sophisticated techniques and skills.

We consider that attitude to work is very important and so place considerable emphasis on the quality of both the products made by the children and of the processes undertaken by the children. We know that children produce their best work when they are interested, therefore we go to considerable effort to make the Design Technology work as realistic as possible, i.e. we ensure that the children are clear about and have a say in the challenge they set themselves. Where possible children make useable products. The addition of our new cooking room (September 2016) means that the children in school now have the opportunity to develop their cooking and making skills in an area specifically for this.

Aims

Design Technology offers opportunities for children to:

- Develop their capability to create high quality products through combining their designing and making skills with knowledge and understanding of tools, techniques and materials.
- Nurture creativity and innovation through designing and making.
- Develop an understanding of technological processes and their contribution to our society.
- Develop cooking skills in new cooking room and promote/encourage healthy eating.

Teaching and Learning Methods

Teaching and learning is designed to meet the needs of the new National Curriculum 2014. Children's experience in design and technology should include a high proportion of practical work. Children are engaged by stimulating contexts, challenges and materials.

This allows gifted and talented children to demonstrate their high levels of understanding and skill, and inspire others with their innovative ideas. Children are encouraged to see that Design Technology is a part of the life of all cultures and peoples both now and in the past.

Scheme of Work

The scheme of work has been designed to engage and interest the children within our school as well as building on other curriculum areas. Each year group designs their units of work to meet the outcomes for their year group in line with their year group expectations set by the National Curriculum 2014.

There is a particular emphasis on designing and making which goes on within these aspects of Design Technology:

- Mechanisms
- Materials and Structures
- Textiles
- Food
- Control; electrical, pneumatics and mechanisms.

The scheme of work is designed so that in each key stage children have the opportunity to return to materials and skills. The scheme of work refers to designing skills, making skills, vocabulary and ICT, which ensures that children do return to aspects of the subject within the meaningful contexts offered by the topics.

Resources

Materials and equipment should be sufficient to support all Design Technology projects, but need to be under review so that they can be augmented as our Design Technology scheme of work develops and expands as funds become available.

The cooking room is now a resource that is available for all cooking units in school.

Equal opportunities

Design Technology is taught in line with the school's equal opportunity policy. We believe that Design Technology is an important aspect of everyone's life now and in the future. Design Technology education should account for children's abilities, gender, culture and religion so that it celebrates similarity and difference, ensures access and presents positive images.

We consider Design Technology to be a useful vehicle for children to consider serious questions about human activity e.g. achievement in Design Technology can positively affect children's self-esteem and offer opportunities for socialisation as children work

together. Design Technology draws on contributions from all human cultures where children consider people in their work, at home and at play, solving problems with Design Technology.

This policy has been assessed for Equality Impact Assessment.

Links with other areas of the Curriculum

We believe that all children benefit from Design Technology in terms of its contribution to their overall capacity and from the way that Design Technology links with other areas of the curriculum like science, English, mathematics, art, history, citizenship and ICT.

As we are concerned that children see Design Technology as part of their world we are keen to use positive cross-curricular links. Design Technology as taught brings together many aspects of the primary curriculum by taking ideas, concepts, knowledge and skills from other subject areas. This in turn will enhance those other areas by introducing practical elements to subjects that may otherwise offer only a theoretical approach. The cross-curricular nature of Design Technology provides a framework within which pupils can develop a wide range of intellectual, social and physical skills.

Health and Safety

We consider safety to be an integral part of all our teaching, especially in Design Technology. Children should be shown how to use tools correctly and safely and shown correct construction methods where appropriate. Children must be encouraged to consider the risks and hazards in their activities.

Supervision is important in all aspects of Design Technology, this should be varied according to the activity.

Risk assessments should be carried out for all Design Technology activities. When carrying this out teachers will need to consider the materials, tools and equipment being used.

A separate risk assessment is now available for the cooking room to ensure safety when handling equipment and food.

The DfE 2014 scheme of work provides extra guidance.

Assessment and Recording

Assessment in Design Technology proceeds on the basis of teacher assessment and children's self assessment. As in the school's Assessment Policy, the day to day assessment proceeds, based on sound planning, where specific learning objectives, related outcomes and criteria for assessment are identified. Teachers share the objectives and the criteria with the children and ask the children to make self-assessments in accordance with the child's age and development.

Teachers assess pupils using book evidence and on the outcome of each unit completed.

Children's initial ideas, sketches and other design work is recorded in the child's sketch books or purpose designed topic booklets.

Professional Development and the Subject Manager's role

The development of staff is an important part of the school's approach to improve standards of achievement and teaching in Design Technology. Annual and other reviews which take place will include teacher's training needs which relate to aspects to be taught by a particular teacher. Teachers' materials and information about support and courses are available from the Design Technology Coordinator and the school coordinator of Continuing Professional Development. As a school we aim to share best practice, therefore the majority of training will be covered in house, unless specialist training is required.

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Policy to be reviewed September 2018