Palace Wood Primary School

DT policy

Written by	Gina O'Brien
Ratified by Governors	Spring 2018
Date for Review	Spring 2021
Signed – Chair of Governors	
Signed – Headteacher	
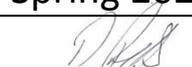
This policy has been impact assessed by Gina O'Brien in order to ensure that it does not have an adverse effect on race, gender or disability equality

Design Technology Policy

1. Introduction

1.1   We believe that Design Technology helps children to become problem solvers through practical tasks, using creativity and imagination. It represents an essential aspect of individual development to which all pupils are entitled. It develops the knowledge, concepts, skills and attitudes that enable pupils to engage in a broad range of creative activities in response to identifying needs and problems. It is a thinking, doing, finding out activity about the larger world of industry, commerce and business. It involves the relationship of ideas, judgements and manipulation materials, systems and equipment. It generates creative capability that can be applied to real life situations.

It is concerned with what might be and the form of things unknown. It develops complex skills and abilities enabling pupils to exercise control over the quality of man made environments, systems and artefacts.

The purpose of design technology is that it draws its information from human knowledge and is concerned with the manipulation of materials and systems to meet human needs.

1.2   We, the staff, will ensure that all curriculum areas involved in Design Technology will work together to plan and deliver appropriate experience in a coherent and progressive programme of learning.

This will be achieved by a combination of discrete core input and cross curricular involvement.

2. The Nature of Technology

2.1   We will ensure that the ATs of Design, Making, Evaluate and Technical Knowledge are delivered.

2.2   We will develop Design Technology as an activity-based experience for all pupils.

2.3   We will develop skills and confidence appropriate to manipulating a wide range of materials, tools and the economic management of resources.

2.4   We will involve the pupils in the act of utilising a wide range of balanced, broad learning contexts, problems or starting points, materials and production processes.

2.5   We will develop pupils' technological literacy to enable them to become informed designers, makers and questioners of technology.

2.6   We will encourage pupils to work independently and experience a sense of achievement and improvement of self confidence through enjoyable participation of activities.

2.7   We will encourage pupils to be active participants in their own learning, negotiating with adults and peers in the solving of human need using the design and making process.

2.8   Over the years 1-6, we will use suitable contexts to develop design and technological capabilities drawn from the school, the community, the home, recreation, business and industry and the caring society.

2.9   We will devise a suitable scheme of implementation based on the programmes of study set out in the N.C.. The scheme will ensure that the special needs of all pupils are met.

3.   Entitlement

3.1   Children will have the opportunity to work on three different units of work in each year group. This will be organised on a weekly basis or in a block, depending on the activities planned.

3.2   All pupils will be encouraged to develop the competence and confidence to identify, examine and solve practical problems using a variety of approaches and resources.

3.3   All pupils will be encouraged to comment on the aesthetic, economic and social technological quality of their own and others work.

3.4   All pupils will be encouraged to respect the ways in which people of varying cultures and backgrounds, both past and present, have shown their ability to enrich the environment.

3.5   All pupils will be encouraged to develop an understanding of the ways in which products or systems might be controlled and how they might be made to work more effectively.

3.6   All pupils will be able to develop an ability to communicate with adults and peers in practical contexts.

3.7   All pupils will be assisted to develop the social skills necessary for working as a team member as well as the ability to work independently.

3.8   All pupils will be able to select appropriately and use safety the tools needed in the solving of practical problems.

3.9   Opportunities to display effectively the 2D and 3D work completed by the pupils will be given wherever possible, around the school as well as in the classroom.

3.10   All pupils will be encouraged and supported to identify mistakes as a necessary learning part of the Design and technology process and that the mistakes are as important as the successful outcomes.

4.   Implementation

4.1   The focus for each term will be shown in the year groups plan, formed in P.P.A meetings and given to the TLT – children will work on each aspect of design and technology at least once.

4.2   The year groups will be organised to ensure coverage of the P.O.S continuity and progression and teaching focused practical tasks.

4.3   No specific commercial scheme is used, but staff are able to refer Folens Scheme based in staffroom. The TLT will support teachers planning by looking at additional resources available including resources produced by DATA (The Design Technology Association).

4.4   Children are taught by the class teacher in normal groups with differentiation made by the class teacher.

4.5   Resources are organised as follows:-
General resources and tool are kept in the DT area, organised into boxes which can be taken away by teachers.
Additional resources, which are specific to units of work, should be kept in classrooms. General resources and materials can be put in the DT area.
The DT co-ordinator is responsible for ordering general resources and ensuring the DT area is organised. The DT co-ordinator will also regularly check the tools and equipment and make sure it is safe to use and fit for purpose.

4.6   The DT co-ordinator is responsible for requesting an appropriate budget and ensuring this is allocated appropriately. The DT co-ordinator is responsible for ordering the specific resources for each of the units of work, as each year group requests and place orders via HT for authorisation.

4.7   All class teachers are responsible for the planning and teaching of Design technology. Where possible cross curricular links will be made to ensure the children have a context for their learning. Where possible links should be made with the science P.O.S. Changes to schemes should be discussed with the team so that coverage of skills can be checked.

4.8   The team is freely available to advise, suggest and meet colleagues for discussion.

4.9   All children will have availability to all equipment and be given equal opportunity to undertake Design and Technology activities, irrespective of ability, race or gender

4.10   Effective links will be built up with parents, advisors, local companies and the children will be encouraged to identify and observe effects of technological progression in environment.

4.11   Regard to safety when using tools is paramount and guidance is taken from CLEAPSS and distributed to all teachers and teaching assistants. Teachers are also expected to take in to consideration the schools health and safety policy. Correct use of tool will be taught as appropriate.

4.12   Children will be encouraged to work safely during practical work, using the materials with economy of usage.

5. Assessment

5.1   Specific statements of assessment will be identified in the planning stage. Children will be encouraged to evaluate their own work with the teacher to identify ways of developing future activities.

5.2   All staff will make Teacher Assessments against national curriculum statements to ensure progress is recorded and monitored regularly. Teachers will use their assessments inform their planning.

5.3   Children will be encouraged to make self and peer assessments at the end of each unit of work.

6. <u>Background Documentation</u>

6.1   This policy was informed by reference to the statutory orders for Design and Technology, and non-statutory guidance of the National Curriculum documents for Design technology.