

Elmsett C. of E. V.C.P. School



Policy for Design & Technology

**Adopted by the Governing Body at the full
committee meeting held on
25th March 2013**

Signed:

Terry Smyth, Chair of Governors



Elmsett C. of E. V.C.P. School

Design & Technology

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Document Control

Updated:	March 2013
Person responsible:	Headteacher
Written by:	Headteacher with Staff and PPA Committee
Monitored by:	Headteacher
Reviewed by:	PPA Committee
Next review:	5 years or as needs dictate

1. INTRODUCTION

This design and technology policy statement outlines a clear philosophy to support all the design and technology work taught at Elmsett School. It reflects the needs of pupils in this school both as expressed in the School Aims and also in the statutory orders for National Curriculum Design and Technology.

It is intended that this document will:

- Give a corporate statement of purpose
- Ensure that each pupil's entitlement to design and technology is realised
- Offer a clear basis from which to plan programmes of work

This document offers a framework which will maximise the strengths of individual teachers and make sure that pupils receive a high quality design and technology education.

Design and technology is essentially a practical subject. It is therefore important to employ strategies which maximise this potential.

Often class design and technology projects will arise from our topic-based curriculum.

It is the responsibility of individual teachers to select the approach which is the most effective in achieving the learning objectives for a particular lesson or design task. However, it is necessary to strive for a balance between:

- Focused practical tasks that develop a range of techniques, skills, processes and knowledge
- Design and make assignments using a range of materials, including electrical and mechanical components, food, mouldable materials, stiff and flexible sheet materials, and textiles
- Investigation and evaluation of a range of familiar products, thinking about how they work, how they are used and the views of the people who use them

2. Quote from the Design Technology Statutory Order

Early Years Foundation Stage

Designing and making is one of the aspects of knowledge and understanding of the world.

Designing and making is about the ways in which children learn about the construction process and the tools and techniques that can be used to assemble materials creatively and safely.

Children are encouraged to build with a wide range of objects, selecting appropriate resources and adapting their work where necessary.

Key Stage 1

During key stage 1 pupils 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 safely and could start to use ICT as part of their designing and making.

Key Stage 2

During key stage 2 pupils work on their own and as part of a team on a range of designing and making activities. They think about what products are used for and the needs of the people who use them. They 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 draw on knowledge and understanding from other areas of the curriculum and use computers in a range of ways.

3. Aims of Design and Technology

Pupils should be given the opportunity to develop their design and technology capability through:

- Providing a stimulating, educational environment in which pupils can acquire and develop with confidence their designing and making skills using an appropriate range of materials
- Giving pupils sufficient information and experiences in order that they can understand, develop and be involved in the technological developments of the man-made world
- Developing in pupils the valuable attributes of initiative, ingenuity, resourcefulness, self-involvement, motivation, co-operation, patience and commitment

4. Objectives

Pupils should learn how to draw on a developing repertoire of skills and knowledge, which will include:

- Learning how to work independently and collaboratively
- Developing, planning and communicating ideas
- Working with tools, equipment, materials and components to make quality products
- Evaluating processes and products
- Developing knowledge and understanding of materials and components
- Learning the importance of health and safety

5. Organisation of Curriculum Time

Every child in the school should be taught design and technology. Time should be used flexibly to suit the designing and making activity. On some occasions pupils may spend a day on an activity and on other occasions they may spend an hour per week. The Design and Technology projects in our school are planned around our topic-based curriculum.

(The optional scheme of work for design and technology published by QCA in 1998 suggests that design and technology should be taught for between 30 - 35 hours per year in key stages 1 and 2.)

6. Marking and Assessment

Teachers of design and technology will use the school Marking Policy and Assessment Policy. We:

- Allow for different learning styles and ensure that pupils are given the chance and encouragement to demonstrate their competence and attainment through appropriate means
- Make sure our approach to marking and assessment is familiar to the pupils and the children have been adequately prepared for our assessment methods
- Use materials which are free from discrimination and stereotyping in any form
- Provide clear and unambiguous feedback to pupils to aid further learning

7. Equal Opportunities

We strive to provide equality of opportunity, as defined in our Equal Opportunities Policy. To achieve this goal we always aim to:

- Ensure that boys and girls are able to participate in the same curriculum

- Take account of the interests and concerns of boys and girls by using a range of activities and contexts for work and allowing a variety of interpretations and outcomes
- Avoid gender stereotyping when organising pupils into groups, assigning them to activities, or arranging access to equipment
- Take account of pupils' specific religious or cultural beliefs relating to the representation of ideas or experiences or to the use of particular types of equipment
- Equality of opportunity is a fundamental right that must be allowed to all pupils regardless of race, culture, gender, or special educational needs.

8. Special Educational Needs

To overcome any potential barriers to learning in design and technology, some pupils may require:

- Alternative tasks to overcome any difficulties arising from specific religious beliefs they may hold in relation to the ideas or experiences they are expected to represent
- Alternative or adapted activities to overcome difficulties with manipulating tools, equipment or materials
- Specific support to enable them to engage in certain practical activities, opportunities to communicate through means other than writing or drawing, and help to record or translate their design ideas into a drawing
- Opportunities to work in ways that avoid contact with materials to which they may be allergic
- Time and opportunity to use non-visual means to gain understanding about and to evaluate different products and to use this information to generate ideas
- More time than others to complete the range of work

(See also our Special Educational Needs Policy.)

9. Differentiation

The National Curriculum programme of study provides all pupils with relevant and appropriately challenging work at each key stage. It sets out three principles that are essential to developing a more inclusive curriculum:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs

- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

These are key issues - and strategies may include:

- The way questions are phrased when using question and answer
- Differentiated tasks - for example where the design specification is matched to the abilities of pupils
- Differentiated worksheets - for example an evaluation sheet may include sentences with words missing, or a list of key words that can be made into sentences, or a list of questions related to the design specification

The grouping of pupils within the classroom is also an important factor when planning for differentiation.

10. Continuity and Progression

Continuity will be achieved through the planning process used in the development of the scheme of work. The long term plan will ensure that continuity and progression is achieved between years and between key stages. The long term plan will also ensure that all teachers have a clear overview of the approach adopted for design and technology.

11. Resources

The responsibility for maintaining an adequate supply of resources rests with the design and technology coordinator. Many of the resources will be stored centrally but basic and regularly used items may be available in each area.

It is important to ensure that any equipment kept in a classroom is stored securely. The effective management of these resources, whilst ultimately the responsibility of the curriculum coordinator, is also the responsibility of each teacher using them.

12. Evaluation of the Scheme of Work

Revision and updating of this document will be carried out by the curriculum coordinator following discussions with the relevant staff. Such revision will arise from the on-going evaluation of the scheme of work and its implementation.

13. Health and Safety

Our basic working practices in Design and Technology take into account the 1974 Health and Safety at Work Act and the Suffolk County Council Health and Safety Code of Practice.

It is the responsibility of the curriculum coordinator to pass on any relevant Health and Safety information to all staff who teach DT.

It is the individual member of staff's responsibility to ensure that they have read and understood the information passed on to them and act on this information accordingly.

When working with tools, equipment and materials in practical activities and in different environments, including those that are unfamiliar, pupils should be taught to:

- Recognise hazards, assess consequent risks and take steps to control the risks to themselves and others
- Use information to assess the immediate and cumulative risks
- Manage their environment to ensure the health and safety of themselves and others
- Explain the steps they take to control risks

Pupils should be encouraged to:

- Keep their working area clean and tidy
- Put equipment away tidily after use

Furthermore it is necessary to ensure that all tools and equipment are:

- Used with permission
- Used correctly
- Used safely
- Appropriate for the task in hand

For further Health and Safety information, please see:

- Elmsett Primary School Health and Safety Policy
- Suffolk County Council Health and Safety - Key Stage 1 and 2
- Suffolk County Council Health and Safety Code of Practice - Design & Technology (CDT)