

Hanley St Luke's C of E Aided Primary School

Policy for Design and Technology Reviewed Autumn 2015

"One machine can do the work of fifty ordinary men. No machine can do the work of one extraordinary man."

Elbert Hubbard

This policy outlines the purpose and management of the design and technology taught in our school. The implementation of the policy is the responsibility of all teaching staff and is monitored by the coordinator for Design and Technology.

Our Philosophy

Every learner is entitled to a curriculum that is varied, challenging and inspiring, enabling each individual to reach his/her potential. We believe Design and Technology encourages pupils to learn to think and work creatively in order to solve problems both as individuals and as members of a team. It is an excellent tool for developing personal qualities and attitudes for later life, including: flexibility, imagination, perseverance, independence and creativity. We encourage children to reflect on the use and effectiveness of Design Technology around them and become innovators in shaping the future.

Aims and Concepts of Great Design Technologists

- At Hanley St Luke's we aim to have:-
- Significant levels of originality and the willingness to take creative risks to produce innovative ideas and prototypes.
- An excellent attitude to learning and independent working.
- The ability to use time efficiently and work constructively and productively with others.
- The ability to carry out thorough research, show initiative and ask questions to develop an exceptionally detailed knowledge of users' needs.
- The ability to act as responsible designers and makers, working ethically, using finite materials carefully and working safely.
- A thorough knowledge of which tools, equipment and materials to use to make their products.
- The ability to apply mathematical knowledge.
- The ability to manage risks exceptionally well to manufacture products safely and hygienically.
- A passion for the subject and knowledge of, up-to-date technological innovations in materials, products and systems.

Core Skills

- To develop pupils' designing and making skills,
- To teach pupils the knowledge and understanding (within each child's ability) that will be required to complete the making of their product,
- To teach pupils the safe and effective use of a range of tools, materials and components,
- To develop pupils' understanding of the ways in which people have designed products in the past and present to meet their needs,
- To develop pupils' imaginative thinking and enable them to talk about what they like or dislike when designing and making
- To develop pupils' understanding of technological processes, their management and their contribution to society.
- To explore attitudes towards the man made world, how we live and work in it and how we will live and work in it in the future
- For a complete list of the skills to be learnt at each stage and related objectives, please refer to Chris Quigley's creative curriculum guidance.

Teaching and Learning Strategies

Design and technology is taught in FS, KS1 and KS2 as an integral part of topic work, where appropriate. Focused practical tasks are also planned by the class teacher to develop and practise particular skills and acquire knowledge. These are also applied for special occasions such as Christmas or Father's day.

Meaningful assignments set within familiar contexts are used by class teachers. Where appropriate they are also linked to other subjects e.g. history, science.

As teachers we consider:-

- Design and technology opportunities arising within the curriculum and how they can link with
- other subject areas and bodies of knowledge;
- How we present the teaching of new skills to the children, i.e. group based, class taught or at
- an individual level;
- The role of design and technology in the teaching and learning process throughout the curriculum;
- How to encourage children to produce work of quality;
- How to encourage the safe, economic and appropriate use of materials, tools and equipment;

Objectives

Pupils should have opportunities to:

- develop realistic outcomes to assignments.
- take increasing responsibility for their own work.
- critically evaluate their work and the work of others and suggest improvements.
- work individually and in teams, groups, partners or pairs.
- work with a range of materials and to use them appropriately.
- use a variety of tools safely and correctly.
- communicate ideas in a variety of ways.
- develop skills and apply knowledge and experience when working on an assignment.
- develop the ability to solve problems.
- research and record relevant information where appropriate.
- examine and evaluate design features in simple products including their historical development.

Equal Opportunities

The full range of activities in technology will be made available to all children, irrespective of race, gender or physical disabilities. Any children who are identified as having special needs are given the help they require. Where children have a degree of physical, sensory or behavioural difficulties in the making of products they should be encouraged to participate in such activities with help from others. They may have fine and gross motor skills planned specifically for them as part of their IEP. A range of approaches will be used and incorporated into our D&T activities. This will allow all children to develop their potential according to age and ability. Peer and adult assistance may be used where necessary.

Assessment

Teachers regularly use Assessment for Learning, which includes observations, discussion and questioning of the children during their participation in the arts. Success Criteria is included within all planning in the arts, and allows teachers to monitor the effectiveness of their teaching and the learning taking place.

Photographs are used as a means of recording evidence of pupils achievements, along with any work produced.

The Design and Technology-coordinators also regularly monitor work within art, to ensure continuity, coverage and progression throughout the school and Key Stages.

Self assessment and peer assessment is used regularly to support the children's assessment for learning.

Displays are an integral part of Hanley St Luke's and help to create a creative and welcoming learning environment.

Resources

The school has a range of resources and each class teacher is responsible for these. We have a range of teacher and children's reference books. An art and design technology resource area is available and all staff have a responsibility to ensure it is maintained in good order. The coordinators order stock in liaison with the needs of each year group.

Role of the Co-ordinator

The co-ordinator works closely with the Art and Science coordinators and with the whole staff to develop a cohesive design and technology experience throughout the school. The co-ordinator will also:

- support colleagues in their development and understanding of detailed work plans and implementation of schemes of work and in assessment and record keeping.
- take responsibility for the purchase and organisation of resources for D&T
- Keep up to date with developments in D&T.
- Monitor delivery throughout the school.

Planning

It is our aim that children work through activities that are based on our programme of themes and or focused activities as described in our long term plan. This plan will ensure all aspects of the D&T POS are covered during KS1 and KS2. Refer to associated scheme of work/ Chris Quigley books for further details. Success criteria is used to encourage independent learning and assessment for learning.

Health and Safety

A set of safety guidelines for design and technology will be displayed in each classroom, a copy is also displayed in the Art/ Design and Technology area.

This policy statement will be reviewed and modified as and when necessary.

Coordinators- L Rhodes and K Franklin