Sherborne Abbey CE VC Primary School
Design and Technology Policy Statement

Introduction

This policy outlines the teaching and learning of Design and Technology and was revised in March 2013. This policy is reviewed every two years by the co-ordinator. The implementation of the policy is the responsibility of all teaching staff and will be monitored by the co-ordinator and the Headteacher.

Aims

We believe that Design and Technology:

1. Provides opportunities to develop pupils' skills in designing, planning and making products, using a range of tools and materials.
2. Provides a variety of activities to develop children's confidence in their own ability when designing and making
3. Develops pupil's knowledge and understanding of how products and artefacts work
4. Allows children to investigate and learn about the world around them and apply experience gained.
5. Gives opportunities to enable the children to develop an ability to criticise constructively and evaluate their own and others' products.

Implementing Design and Technology

Planning and Organisation

Children will be taught throughout the Primary age range, mostly by their class teacher, but sometimes in workshops with experts. Technology will be implemented following skills and progression for Design and Technology (Chris Quigley). Class teachers will be responsible for planning their own units, turning to the skills list for support.

The Foundation Stage

We encourage the development of skills, knowledge and understanding that help reception children make sense of their world as an integral part of the school's work. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the development of the children's knowledge and understanding of the world to the objectives set out in the Early Learning Goals. These underpin the curriculum planning for children ages three to

five. This learning forms the foundations for later work in design and technology. These early experiences include asking questions about how things work, investigating and using a variety of construction kits, materials, tools and products, developing making skills, and handling appropriate tools and construction material safely and with increasing control. We provide a range of experiences that encourage exploration, observation, problem solving, critical thinking and discussion. These activities, indoors and outdoors, attract the children's interest and curiosity.

Teaching and Learning Styles

Children should be exposed to a variety of teaching and learning methods including:

- Whole class or small groups involved in assignments or focused practical tasks
- A cycle of groups or individuals investigating or evaluation a range of simple products.
- Independent learning during which the child chooses activities
- Small groups contributing to the whole
- Whole class teaching and demonstrating
- Discussion and exchange of ideas

Learning Outcomes

Children will design and make a range of products. A good quality finish will be expected in some design and making activities, appropriate to the age and ability of the child. However, in others the learning outcome is based on the skill and process rather than the finished product.

Equal Opportunities

The content of Design and Technology should be broad, balanced and relevant, to ensure that all pupils (regardless of age, sex and ability) can be engaged and their motivation for learning sustained.

Special Needs

All children will be encouraged and supported to develop their design and technological capability through a range of activities. We recognise the importance of identifying specific difficulties that individuals may have so that the appropriate teaching and organisational strategies may be adopted.

Assessing and Reporting

By the end of Key Stage One, the performance of pupils should be within the range of National Curriculum Levels 1-3. By the end of Key Stage Two, it should be within the range of 3-6. Teachers should record children's progress on the new attainment sheets. An annual report to parents will detail progress in Design and Technology.

Recording by Pupils

Children should be encouraged to use a variety of methods to record ideas and findings including:

- Diagrams
- Verbal and Written accounts
- Models and artifacts
- Photographs
- Films

Ideally children in Key Stage Two should keep sketches, plans, drawings, paper mock ups, notes and evaluations in a design book or class/personal portfolio. These can be used for assessment purposes and is a manageable way of monitoring progress.

Resources

Most classes are equipped with basic design/technology equipment, ie paper, card and construction kits.

Fabrics, needlecraft, finishing/decorative materials, wood, tools, junk modelling and electrical equipment are located in the Art Store.

Food resources, tools and equipment are kept in the kitchen/server.

Health and Safety

The safety of children is the responsibility of the class teacher. Teachers will always teach the safe use of tools and equipment and insist on good practice.

Craft knives may be used by responsible juniors under direct supervision. Children may use high temperature glue guns in Year 6 under direct supervision, provided there are no other appropriate joining techniques. All children may use low temperature glue guns. Varnish and solvent based glues should be used by adults only in outdoor area and must not be stored on the premises. Long hair should be tied back and loose articles of clothing secured.

Electrical equipment brought in from home, must be serviced by a qualified electrician beforehand.

Food, hygiene and Safety

Is the teacher's responsibility to ensure the children recognise and follow a high standard of hygiene. Before cooking in the kitchen, children should wash their hands in hot, soapy water. A plastic tablecloth should cover tables and an anti-bacterial spray should be used. Utensils will be kept separately and should be used only for cookery.

Aprons should be worn and jewellery removed (if earrings cannot be removed, they should be secured with non-allergenic tape)

Please see Risk Assessment for Art, Design and Technology for more details

Cindy Douch
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To be reviewed March 2015