DT policy

Rationale

Design and Technology encourages children to become autonomous and creative problem-solvers, both as individuals and as part of a team. Design and Technology describes a way of working in which pupils investigate a need or respond to an opportunity to make or modify something. The teaching of Design and Technology should enable children to feel they can play a constructive role in a technological society. Through the study of design and technology they combine practical skills with an understanding of aesthetic, social and environmental issues, as well as of functions and industrial practices. This allows them to reflect on and evaluate present and past design and technology, its uses and its impacts. Design and technology helps all children to become discriminating and informed consumers and potential innovators.

Aims

- to develop imaginative thinking in children and to enable them to talk about what they like and dislike when designing and making things using appropriate vocabulary and language to communicate their ideas, opinions and feelings about their work and the work of others;
- to enable children to talk about how things work, and to draw and model their ideas
- to encourage children to select appropriate tools and techniques for making a product, whilst following safe procedures;
- to explore attitudes towards the made world and how we live and work within it ,paying particular attention to the environmental impact of our lifestyles;
- to develop an understanding of technological processes and products, their manufacture and their contribution to our society, where possible with reference to our local community (as we did working with St George's Church during the Flower Festival's Garden Project);
- to foster enjoyment, satisfaction and purpose in designing and making things.

Organisation

The planning and delivery of Design and Technology is the responsibility of all teachers who deliver the subject. Pupils are given a wide variety of opportunities to work individually and collaboratively to explore, plan and then produce products, using the methodology described in the Projects on a Page resource..

Design and technology is delivered through the planning of creative topics, which allow a natural progression throughout the school to ensure variety and age appropriate themes for the implementation of the Design and Technology aims. It also allows our pupils to put their learning into a more relevant context and make meaningful cross curricular links (using food technology within a geography topic about a particular culture or exploring a group of materials within a science topic to meet particular needs in a product).

Design and Technology will be visited within topics each term, this may be as an amount of topic time each week or certain activities may more easily be fitted into a dedicated DT afternoon or day at the class teacher's discretion.

Role of the Co-ordinator

- Take the lead in Policy Development and progression and continuity throughout the school.
- Support colleagues in the development and assessment of work plans and ensuring that all necessary skills are being addressed.
- Monitor progress and advise the Headteacher on any action needed.
- Take responsibility for the purchase and organisation of resources.
- Keep up to date on developments in DT and disseminate information to colleagues as appropriate.

Assessment, recording and reporting

Teachers assess children's work in design and technology by making assessments as they observe them working during lessons. Teachers record the progress made by children against the learning objectives for their lessons, using this to inform further planning, and the most effective way to distribute any in class support.

Parents are informed of where their child's progress fits broadly in comparison with national expectations on the end of year report.

Children are encouraged to assess and evaluate both their own work and that of other pupils. This helps them to appreciate how they can improve their performance, and what their targets should be for the future.

The DT subject leader keeps evidence of children's work. This demonstrates the range of achievement in Design and Technology across each Key Stage and looking at the development of particular skills.

Monitoring and evaluation

Monitoring will be undertaken in a number of ways including:
- Lesson observations
- Pupil interviews
- Evidence from displays, books and finished artefacts

This will enable the co-ordinator to complete a report evaluating the position of the subject annually.

Inclusion

At our school we teach design and technology to all children, whatever their ability and individual needs. Design and technology implements the school curriculum policy of providing a broad and balanced education to all children. We enable pupils to have access to the full range of activities involved in learning design and technology.

Health and Safety

Many items of Design and Technology equipment have the potential to cause injury or damage. It is essential that due care and attention is given at all times. It is essential to promote safe working practice, both in the organisation of the classroom and in the monitoring of pupils' use of tools and equipment. The teaching skills must be matched to the age and abilities of the pupils, the environment, the resources available and the level of staff expertise.
Risk assessments are in place for:
- The use of cookers
- Craft and Design.

All class teachers are in possession of these and are aware or the process for completing risk assessments prior to any visits.

Governors