



Heaton St. Barnabas' CE (VA) Primary School

Policy For

Design
Technology

This policy was approved by Curriculum Committee

On: 17th March 2020

Signed.....

Position: Chair of Curriculum Committee

Heaton St Barnabas C.E.(V.A.) Primary School

Design and Technology Policy

March 2020

‘Tell me and I forget - Show me and I may remember - Let me do it and I learn.’

Rationale

At Heaton St Barnabas Primary School children learn to produce practical solutions to real problems. Children develop technical understanding and making skills, learn about design methods and investigate their environment and the materials around them. We aim to ensure that pupils gain skills that they will use in life and are secondary ready.

Aims

At Heaton St Barnabas Primary School we aim to:

- engage the interests of all children and help sustain their motivation and enjoyment of learning
- maintain and develop the confidence and ability of all children to solve technological problems
- help develop the social skills necessary to work as a member of a team, as well as the ability to work independently when the situation demands
- develop skills by focusing on the three key elements of Materials, Mechanisms and Safety by incorporating:
 1. Focused practical tasks;
 2. Product evaluation and investigation (We want children to develop awareness of the nature and application of technological products and how to evaluate fitness for purpose)
 3. Processes of designing and making (We want children to be involved in purposeful design and make activities which result in the development of products.)
- stimulate curiosity, imagination and creativity
- promote the ability to communicate ideas and information through a variety of media
- develop an appreciation of the importance of quality
- develop the ability to identify safety hazards and risks and take appropriate action
- provide the opportunity to design for, and consider the needs of, other people

Methods of organising Learning and Teaching

Planning

We use the New Curriculum objectives alongside learning skills for life that is bespoke to the needs of our pupils as a basis for planning. Links are made to other subjects as part of our creative curriculum and differentiation is appropriated by class teachers.

Expectations of the coverage of skills for each year group are summarised in the long term curriculum plan.

The children undertake design and technology activities which are planned as part of our creative curriculum, but not necessarily as a weekly lesson. Sometimes a whole day or two days are devoted to Design and Technology which could be part of a cross-curricular week. Design and Technology lessons involve a combination of whole class, group and individual teaching.

The learning opportunities include:

1. Learning skills for life, Investigative, disassembly and evaluative activities (IDEAs). These activities provide opportunities for the children to explore existing products and to gain skills, knowledge and understanding which can be applied in a design and make assignment.
2. Following instructions to make something, Focused practical tasks (FPTs). Focused practical tasks provide opportunities to learn and practice particular skills and knowledge.
3. The small make, Design and make assignments (DMAs). A design and make assignment provides an opportunity for the children to combine their skills, knowledge and understanding to develop products that meet a real need. (In general DMAs in Key Stage One will tend to be shorter in duration and, as children move towards the end of Key Stage Two, their designing and making will become more complex and therefore more time consuming.)
4. The big make. Cooperatively working together to make a class or year group project for the school.

There is a progression of skills learnt as pupils progress through school in each area of design technology with pupils looking at the work of other designers. The focus is always on real life practical skills for life and ensuring pupils are secondary ready.

The areas of design Technology that children study across school are:

- Make it, build it – structures, mechanisms, electrical systems and using computing in technology.
- Come dine with me – children make and serve healthy food looking at cooking methods and nutrition.
- Make do and mend – children have the opportunity to make a range of textile products including repurposing items.

Roles & Responsibilities

The main responsibilities of the DT co-ordinator are:

- To keep abreast with on-going developments in the subject
- To evaluate provision of DT across the school, including:
 - Reviewing the long and medium term plans for the subject
 - Monitoring of planning and evidence of coverage of the plan
 - Assisting the leadership team to make judgements about progress and attainment in the subject
- To prepare an action plan for the continuous improvement of provision for the subject
- To liaise with class teachers to ensure that resources are appropriate and adequate to deliver the subject
- To assist the CPD co-ordinator in identifying training needs for the subject

Assessment

From the start of school children are encouraged to evaluate their own work and describe what they might change if they were to revisit the activity.

Assessments in Design and Technology are based on teacher observations in relation to the new curriculum criteria using emerging, developing, secure and exceeding. Teachers record their assessment judgments three times per year on the school's information management system. Children's attainment in DT is reported annually to parents and maybe discussed at parent interviews if necessary.

The Curriculum objectives and skills progression provide descriptions of achievement for teachers and these form the basis for teachers' judgements about progress and attainment.

Resources

All resources, both consumable and non-consumable are located in the DT cupboards. It is the responsibility of each class teacher to return and properly store them after use. If any resources become broken during use, the Design and Technology leader needs to be informed as soon as possible.

Health and Safety in Design Technology

Appropriate risk assessments will be undertaken for any new or unfamiliar equipment

When planning and undertaking DT tasks teachers must ensure that:

- Children are given suitable instruction on the operation of all equipment before being allowed to work with it
- Children are strictly supervised in their use of equipment at all times
- Children are taught to respect the equipment they are using and to keep it stored safely while not in use
- Children are taught to recognise and consider hazards and risks and to take action to control these risks, having followed simple instructions

Food Hygiene

- Pupils and staff will take care to undertake appropriate hand washing and other hygiene related activities prior to preparing food.
- Pupils and staff working with food must wear aprons designated for cooking.
- All jewellery should be removed and hair tied back.
- Risk assessment made for any food allergies pupils have using the pupil allergy check list

Glue Guns

- Low temperature glue guns should only be used by an adult in Key Stage One and The Foundation Stage unless there is one-to-one supervision for a pupil.
- Key Stage two children should use low temperature glue guns under supervision in a designated work area, wearing safety goggles.

Craft Knives

- Craft knives, quick cutters and rotary cutters should only be used by an adult/teacher in Key Stage One and the Foundation Stage.
- Key Stage Two children may use cutting equipment under supervision, using a cutting mat and wearing safety goggles.

Sawing

- Bench hooks and clamps must be used when sawing any material.
- Safety goggles must be worn and any loose items of clothing/hair must be tucked in.