



Design and Technology Policy

Signed on behalf of Governors.....

Date.....

Review Date: October 2018

Purpose

Design and Technology requires the application of skills and knowledge to solve practical problems in response to human needs. At Tinsley Meadows Primary School, we teach Design and Technology to equip our pupils with practical understanding to enable them to become future citizens in an increasingly technological and complex world. Our curriculum offers the opportunity to experience the processes and materials of technology and to enable pupils to appreciate quality and gain insight into the technology which surrounds them. Pupils should be able to understand how to think and intervene creatively to improve the world, combining knowledge and understanding with aesthetics, social and environmental issues, function and practical skills.

Aims

- Develop children's creative, imaginative and evaluative thinking in a constructive way
- Enable children to experience technological capability in a wide range of materials
- Provide all pupils with equal access to the Design and Technology curriculum and to raise awareness of the technology of other cultures
- Promote good health and safety awareness and practices
- Foster independence, co-operation and collaboration

Objectives

- For pupils to gain experience, knowledge and understanding of Design and Technology through designing, making, investigating, and evaluating, and through the practice and development of skills
- For pupils to experience a range of materials including stiff and flexible sheet materials, malleable materials, textiles, food, and mechanical and electrical components
- For pupils to develop their designing skills by drawing on their own experience and information sources to generate and present their ideas
- For pupils to develop their practical skills, by selecting appropriate tools and materials and developing increasing high standards of accuracy and finish
- For pupils to develop knowledge and understanding of mechanisms and materials and how they can be controlled and changed, health and safety and the use of an appropriate vocabulary

Teaching and Learning Strategies

A range of teaching strategies will need to be employed. Classrooms can be organised for individual, paired and group work.

Organisation of the Curriculum

Children will be given opportunities to develop their capabilities through six inter-related principles according to the national curriculum. Children will consider the user, purpose, functionality and design decisions when making products. Children will also be encouraged to take an innovative approach to produce some authentic pieces of design work.

Contribution to other areas of the Curriculum

Design and Technology has close links with both Art and Science but relies on skills which are found in Mathematics and English. Aspects of design assignments can include thinking about the needs of other people and can form part of the work in PSHE. The use of resources and other environmental considerations offer opportunities for discussion on moral considerations.

Health and Safety

All children should be made aware of the need to use equipment safely and take responsibility for safe working, handling and storage of tools and equipment.

Teachers need to be aware of children with specific allergies and should familiarise themselves with their children's medical records at the beginning of the academic year.

Special care needs to be taken when handling or consuming foodstuffs particularly foods such as nuts or foods high in colouring, which might cause an adverse reaction. Staff should also be sensitive to any cultural food taboos of children within their class.

Equal Opportunities

All pupils should have equal access to the Design and Technology curriculum irrespective of race, gender or ability. Examples of technology from other cultures can be a rich resource in the curriculum.

Pupils with special needs should be considered when planning units of work and opportunities for differentiation should be considered for both more able and less able pupils.

Design and Technology provides opportunities to address some of the gender stereotypes children may have. Steps should be taken in classroom organisation to ensure that all pupils experience all activities, tools and materials.

Inclusion

All children matter and are given every opportunity to achieve their best. We achieve this by creating planning that will meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, different ethnic groups and diverse linguistic backgrounds.

We meet needs of all children by:

- Providing resources that reflect diversity and are free from discrimination and stereotyping
- Using a range of teaching strategies that are based on their needs
- Ensuring access to every activity where it is safe and reasonable to do so

Assessment

Children will be assessed according to their end of key stage expectations. Teachers should consider what children know, understand and can do. Assessment and recording is to follow the school's agreed policy and practice. Evidence to help assess will be in the form of:

-photos, designs, sketches, plans, notes, surveys and database work, models or artefacts. Any evidence should be kept in pupils' sketchbooks (such as photos, designs, plans and notes).

Review and Monitoring

Teachers' termly plans will be monitored by the co-ordinator and examples of work will be photographed or photocopied.

Professional Development

Staff will be invited to attend courses according to the prioritised needs of the school.

Policy Review

Staff will review the way Design and Technology is taught in school on a regular basis, both in year group teams and as a whole staff. The next formal review of the policy for Design and Technology will take place within one year.

October 2017