Seaham Trinity Primary School

Design Technology Policy

Coordinator: A Wilson

Seaham Trinity is a Rights Respecting school and is therefore a place where the children can feel confident and are encouraged to use their voice. The children learn their rights and talk about issues in the wider world.

Article 13: You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.

ARTICLE 29 – Goals of Education: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

ARTICLE 31 – The right to leisure, play and culture: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

Rationale

At Seaham Trinity Primary School we believe that Design and Technology is important because it encourages pupils to learn to think and intervene creatively to solve problems both as individuals and as members of a team. Children develop technical understanding and making skills, learn about design methods and investigate their environment and the materials around them.

"The nature of design and technology is such that it should provide opportunities for pupils to engage in activities that are challenging, relevant and motivating. This should give pupils enjoyment, satisfaction and a sense of purpose." (DATA Primary Guidance, p4)

DT is not taught in isolation, although it often requires its own creative approaches, skill set and techniques throughout the design process. Wherever possible the design objective is linked to other areas of the curriculum and gives children the opportunities to apply learning from across the curriculum to give their work practical context and apply skills to "real world" problem solving.

Within this "real world" approach opportunities are available to promote children's spiritual, moral, social and cultural development in Design and Technology.

Aims

At Seaham Trinity Primary School we aim to offer opportunities to

Prepare children to take part in the development of tomorrow's rapidly changing world, becoming creative problem solvers

Develop imaginative thinking in children and to enable them to talk about what they like and dislike when designing and making.

Enable children to talk about how things work, and to draw and model their ideas.

Encourage children to select appropriate tools and techniques for making a product, whilst following safe procedures.

Explore attitudes towards the made world and how we live and work within it.

Develop an understanding of technological processes, products, and their manufacture, and their contribution to our society.

Foster enjoyment, satisfaction and purpose in designing and making.

Understand and apply the principles of a healthy diet.

Understand where food comes from and the issues of seasonality.

Knowledge and understanding

All pupils are encouraged to:

Generate ideas through discussion and experimentation

Extend knowledge and understanding of a wide range of materials, including construction kits, textiles, food, wood, plastic, and reclaimed/junk materials.

Work within groups and as individuals.

Make use of drawings and models to communicate their ideas.

Evaluate their work and identify strengths and weaknesses in a positive way.

Experiment with simple components, mechanisms and structures.

Learn about health and safety aspects when working with a variety of materials and tools.

Consider risk to themselves and to others and build up a knowledge and understanding of the dangers inherent in certain products and tools.

Experience design technology through off-site visits, where practicable, in order to see technology used in a real environment.

Role of the Subject Leader

The role of the subject leader is to;

Develop good classroom practise by advising and supporting staff in the planning teaching and learning of design and technology

Monitor teachers' planning as part of on-going subject monitoring and evaluation of practice

Use feedback from monitoring to develop an action plan for Design and Technology with realistic and developmental targets

Audit, identify, purchase and organise resources, ensuring they are readily available

Compile a portfolio of children's Design and Technology work to evidence progression and examples of good practice for staff to refer to

Keep up to date on the use of Design and Technology in the curriculum by attending courses

Teaching and Learning

Spiritual, moral, social and cultural development

The teaching of Design & Technology offers opportunities to support the social development of our children through the way we expect them to work and respect each other in lessons. Groupings allow children to work together and gives them the chance to discuss ideas and feelings about the wider world, their own work and the work of others. Their work in general helps them to develop a respect for the abilities of other children and encourages them to collaborate and co-operate across a range of activities and experiences. Through the contexts of the design brief and choice they make during the design process, the children develop an understanding of different cultural issues; begin to consider the social and moral implications on their decision making and develop spiritually through the use of their own imagination and creativity within their learning. Thinking skills, British values, PSHE and Equality link directly or indirectly into each topic.

Personal. Social and health education (PSHE) and citizenship

DT contributes to the teaching of PSHE and citizenship. We encourage the children to develop a sense of responsibility in following safe procedures when using tools. They also learn about health and healthy diets. Their work encourages them to be responsible and to increase their understanding of personal hygiene. How to prevent disease from spreading especially when working with food.

Health and safety

Health and safety is important, particularly when working with tools, equipment and resources. Children should be given suitable instruction on the operation of all equipment before being allowed to work with it.

Children need to be taught how to:

Use tools and equipment correctly

Recognise hazards and risk control

Children should be strictly supervised in their use of equipment at all times and taught to respect the equipment they are using and to keep it stored safely while not in use. □

Food Hygiene

Pupils and staff will take care to undertake appropriate hand washing and other hygiene related activities prior to preparing food.

The Foundation Stage

The different aspects of the arts and design are encompassed within Creative Development in the Foundation Stage Curriculum, however elements can also be found in other areas of learning (Understanding the world, Physical development, Literacy and Mathematics). This curriculum lends itself to an integrated approach to learning. Nursery and Reception teachers plan quality learning opportunities for art and design using the Early Years Curriculum. There is an emphasis on independence and self -initiated learning, which enables foundation stage children to freely explore resources and pursue their own creative interests and talents in addition to the planned learning experiences.

Key Stages 1 and 2

The principal aims are to develop children's knowledge, skills and understanding in design and technology and food preparation. Teachers need to ensure that the children apply their knowledge and understanding when developing ideas, planning and making products, and then evaluating them. This should be achieved through a mixture of whole class teaching and individual or group activities. Within lessons, children need to be given the opportunity both to work on their own and to collaborate with others, listening to other children's ideas and treating these with respect. Children need to critically evaluate existing products, their own work and that of others. They need to have the opportunity to use a wide range of materials and resources, including ICT.

Resources

Staff are asked to list any resources needed

Resources are stored centrally in KS1 corridor.

It is important to ensure that resources are labelled and returned.

Use of I.C.T

Information and communication technology enhances the teaching of design and technology, wherever appropriate, in all key stages. Children use software to enhance their skills in designing and making things. The children also use ICT to collect information and to present their designs through a range of design and presentation software.

Equal opportunities

Equal opportunities are considered when we decide upon the resources we provide and the teaching strategies we employ. In our curriculum planning we ensure that all children, with due respect to their culture, religion and background, have equal access to all areas of the curriculum, extra -curricular activities, all areas of the grounds, equipment and resources, the staff, and time to contribute to the whole class and group work.

Differentiation

The teaching of Design and Technology needs to take into account the varied abilities, attitudes and individual needs of the children.

We achieve this through a range of strategies:

Setting common tasks that are open-ended and can have a variety of results; setting tasks of increasing difficulty where not all children complete all tasks

Grouping children by ability and setting different tasks for each group

Providing a range of challenges through the provision of different resources

Using additional adults to support the work of individual children or small groups

We give children of all abilities the opportunity to develop their skills, knowledge and understanding, and we also build planned progression into the scheme of work, so that the children are increasingly challenged as they move through the school.

Assessment and recording

We use formative assessment to ensure differentiation and to support progression during DT lessons.

Effective open questioning throughout the DT lesson helps pupils clarify their understanding and allow them to expanding their thinking.

Any recorded work is in DT books, the teacher will respond using school marking policy. There should be work showing the process pupils followed during the unit of work.

Children's standards and achievements in **DT** are assessed in line with the **School**'s **Assessment** Policy.

At the end of each unit an **Assessment in DT** will be undertaken on each child's achievements in design and technology.