



Rishton Methodist Primary School

Design Technology Policy

School Mission Statement

As a Methodist school, our values lie at the heart of all we are and do. Within our caring Christian community, where all are welcome, everyone is encouraged to be the best that they can possibly be. We promote respect, compassion and resilience to prepare our children for the challenges of an ever-changing world.

Rise up ... take courage and do it

Ezra 10:4

This policy reflects the school's values and philosophy in relation to the teaching and learning of Design and Technology. It sets out a framework which teaching and non-teaching staff can operate and gives guidance on planning, teaching, and assessment.

We consider Design and Technology to be a useful vehicle for children to consider serious questions about human activity. Achievement in Design and Technology can positively affect children's self-esteem and offer opportunities for socialisation as children work together.

Design and Technology draws on contributions from all human cultures where children consider people in their work, at home and at play, solving problems. Children will develop technical understanding and making skills, learn about design methods and investigate their environment and the material around them.

Aims

The aims of Design and Technology in this school are to provide opportunities for children to experience designing, making and modifying, using a wide range of materials including card, textiles, construction materials and food. We aim to develop children's design and technology capabilities by using knowledge and skills from a wide range of other curriculum areas. Children's experience in design and technology should include a high proportion of practical work. The children will be engaged by stimulating contexts, challenges and materials.

Children are encouraged to see that design and technology is a part of the life of all cultures and people both now and in the past.

They should find design and technology enjoyable, meaningful and challenging and should be given increasing opportunity to control their own work. The subject calls for pupils to become autonomous and creative problem solvers, as individuals and members of a team.

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.
- stimulate curiosity, imagination and creativity.
- promote the ability to communicate ideas and information through a variety of media and
- develop the ability to identify safety hazards and risks and take appropriate action.

Scheme of work

Design and Technology is taught twice a year over two half terms and opportunities are provided for the development of skills and integration with other subjects. It will involve a combination of whole class, group and individual teaching. The learning opportunities can be divided into six main areas;

1. Design User

Pupils should have a clear idea of who they are designing and making products for, considering their needs, wants, values, interests and preferences. The intended users could be themselves or others, an imaginary or story-based character, a client, a consumer or specific target group.

2. Purpose

Pupils should be able to clearly communicate the purpose of the products they are designing and making. Each product they create should be designed to perform one or more defined tasks. Pupils' products should be evaluated through use.

3. Functionality

Pupils should design and make products that work/function effectively in order to fulfil users' needs, wants and purposes.

4. Design decisions

Pupils need opportunities to make their own design decisions. Making design decisions allows pupils to demonstrate their creative, technical and practical expertise, and draw on learning from other subjects. Through making design decisions pupils decide on the form their product will take, how their product will work, what task or tasks it will perform and who the product will be for.

5. Innovation

When designing and making, pupils need some scope to be original with their thinking. Projects that encourage innovation lead to a range of design ideas and products being developed and are characterised by engaging open-ended starting points for learning.

6. Authenticity

Pupils should design and make products that are believable, real and meaningful to themselves and others.

Each teacher is responsible for planning design and technology in their class. The scheme of work covers the programme of study for the Revised National Curriculum. The Foundation Stage plans from the EYFS.



It is important that the tasks presented to pupils help them make progress in design and technology and the sequence of tasks should be planned so that there is progression in what is taught, as identified in the programme of study.

Class organisation and Teaching styles

In line with the schools teaching and learning policy there will be a mix of class teaching and group work. Generally, teachers should consider class teaching on occasions when it is the most effective way to put ideas over. Group work will be used for concentrated teacher/adult input or on occasions where resources (including space) dictate group work. Teachers will feature, clear explanations, summaries, demonstrations, illustrations, examples and challenges. The subject requires provision of a range of materials and equipment which are kept in a central resource cupboard.

Assessment

Assessment techniques will ensure that the teacher assesses the on-going design process and not just the finished products. These techniques should include:

- Teacher observations of pupils.
- Teacher and pupil discussions.
- Pupil's drawings, notes, models, comments and written work.
- Artefacts made by the pupils.
- Photographs of children engaged in the design process.
- Use of ICT as appropriate.

Teachers share the objectives and the criteria with the children and ask the children to make self-assessments in accordance with the child's age and development. Teachers will complete a record sheet at the end of each unit highlighting the children who have made age related progress, and above or below age related expectations.

Resources

We are committed to building up the school's resources for design and technology. All the design and technology resources are kept in the main stock cupboard and the food technology resources in the cupboard next door with the portable cooker. It is the responsibility of the teacher using the equipment to inform the subject leader of any breakages and material needing replenishing. The school is presently building up its stock of resources for design and technology and teachers are encouraged to make suggestions for when funding is available.

Monitoring and evaluation

Monitoring and evaluation in design and technology is based on the school's approach to monitoring and evaluation of the non-core areas of the National Curriculum. Class teachers monitor the achievements of the children through teacher assessment and their own teaching through regular self-review. The subject leader conducts termly scrutinies.

Inclusion

Design and technology should provide effective learning opportunities for all pupils. This means all pupils have relevant and appropriately challenging work at each key stage through



setting suitable learning challenges, responding to pupils diverse learning needs and overcoming potential barriers to learning.

In our teaching of design and technology we will use differentiation by outcome, differentiation can also be planned for in:

- Time given to individuals and groups.
- Instructions adults give.
- The support adults give.
- The expectations teachers have of the children.
- The material and tools provided.
- The range of choice available.

Equal Opportunities

Design and technology is taught in line with the school's equal opportunities policy. We believe that design and technology is an important aspect of everyone's life now and in the future.

All pupils will have access to a broad, balanced curriculum, which includes design and technology, and will have the opportunity to make the greatest progress possible. Design and technology offers the opportunity for children to achieve in a practical subject, as they are encouraged to communicate in different ways other than writing. Design and technology education should account for children's abilities, gender, culture and religion so that it celebrates similarity and differences, ensures access and presents positive images.

Safety

We consider safety to be an integral part of our teaching. With younger or less mature children, there will be a need for the teacher to take responsibility for all safety issues. As children mature it will be possible to talk to them more about safety and to ask them to conduct a safety review of an activity. Children should progressively be expected to take responsibility for safety, but always within their capacity and after careful instruction about the use of tools and materials.

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.

Glue guns

- Low temperature glue guns should only be used by an adult in KS1 and the foundation stage unless there is one-to-one supervision for a pupil.
- KS2 children should use low temperature glue guns under supervision in a designated work area.

Craft knives

- Craft knives, quick cutters and rotary cutters should only be used by an adult/teacher in KS1 and the foundation stage.



- KS2 children may use cutting equipment under supervision and using a cutting mat.

Sawing

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

Roles and Responsibilities

The Head teacher will:

- Actively support and encourage staff and support staff development.

The Design and Technology Leader will:

- Keep up to date with new developments and inform staff.
- Encourage other members of staff and provide support where appropriate.
- Ensure that resources are available and appropriate to the needs of the staff.
- Ensure that Design and Technology keeps an appropriate profile within the school, through displays which should reflect progression throughout the school.
- Audit resources regularly and take overall responsibilities for equipment and resources.

The Class Teacher will:

- Be responsible for the planning and teaching of Design and Technology as set out in this policy.

The Teaching Assistant, when available during Design and Technology lessons, will:

- Support the class teacher in delivering Design and Technology, and in particular support those children with special educational needs.

Review of the policy

This will occur on an annual basis. All teachers will be consulted about this and there will be a short report to staff re changes. This may lead to discussion, awareness raising, training and ultimately amendments to practice and policy.

Signature from Governors:

Date:

Signature of Head teacher:

Date: