**Design and Technology Policy.**

**Love Jesus, Love Learning, Love Each Other.**

**Inclusion.**

As a school we ensure that all children and staff are treated fairly and equally. All children have equal rights to access all areas of the curriculum, regardless of race, gender and disability. Within this subject area, the SMT and all staff endeavour to provide the appropriate provision for this to occur. This policy follows the guidelines and practices that are stated and outlined in St. Oswald’s Equality Scheme.

**Aims and Objectives.**

The aim of design and Technology teaching here at St Oswald’s Catholic Primary School is to prepare children to participate in the development of tomorrow’s rapidly changing world and to help them develop a curiosity and interest within it. The subject encourages the children to think creatively and become imaginative problem solvers both as individuals and as members of a team. It allows them to identify requirements and gives them opportunities to develop ideas and designs through learning skills and eventually making products and systems. Through the study of Design and technology they combine practical

skills with their knowledge and understanding to advise a solution, use their

skills to realise it and then evaluate both the end product and decisions taken

during the whole process. Design and technology can motivate pupils and

promote self esteem and confidence in all pupils including those with special

needs.

The aims of Design and Technology are:

♦ To create an interest and enthusiasm for designing and making for

children of all abilities and develop these skills.

♦ To develop children’s confidence and skill in using and selecting a

range of tools and materials safely.

♦ To develop their knowledge and understanding and combine these

with their design and making skills in order to develop their

capability in creating high quality products.

♦ To develop an understanding of technological processes, products and

their manufacture and their contribution to our society.

♦ To help children develop an ability to criticise constructively and

evaluate their own products and those of others.

Content

In Design and Technology children acquire and apply knowledge and

understanding of:

- materials and components;

- mechanisms and control systems;

- structures;

- existing products;

- quality;

- Health and safety.

**Teaching and learning styles.**

As a school we decided that the teaching of Design and Technology would be

conducted throughout the school year as part of the Topic’s being covered by

each year group. There will also be a focused Design and Technology afternoon

during the second part of the Autumn term. The school aims to use a variety of

teaching and learning styles during the teaching of design and technology.

Throughout our teaching we aim to develop the children’s knowledge,

understanding and practical skills, in addition, the basic skills in Literacy,

Numeracy, Science and ICT will also be taught and developed through Design

Technology. Teachers encourage the children to apply their knowledge and

understanding when developing ideas, planning and making products and then

evaluating them. This is done through whole class teaching and individual/

group activities incorporating the three types of activity through which children

can develop their knowledge, skills and techniques:

- design and make assignments;

- focused practical tasks;

- investigating, disassembling and evaluating activities.

These activities are used alongside each other and can complement each other.

They also have the opportunity to use a wide range of materials and resources,

including ICT. We understand that in all classes there are children of differing abilities and recognise the need to provide suitable learning opportunities that encourage full and active participation by all children irrespective of their ability.

Individual teachers are best placed to judge which children might need

particular support and guidance in order to achieve success in their designing

and making, the necessary help and encouragement will be provided with this

in mind.

**Design and Technology Planning.**

Design and Technology is a foundation subject in the National Curriculum and as a school we use the skills on Target Tracker and also look at the Design Technology association progression framework to ensure the relevant skills are taught in each Key Stage.

We carry out the curriculum planning in three phases:

Long Term planning:- This is covered through the long term planning for Topic

work for all key stages. These are planned in such a way that they build upon

the prior learning of the children so as to suitably challenge children as they

move through the school.

Medium planning:- These are weekly key questions based on the topic and

design technology is built into them.

Short term planning:- This is done by the class teacher who completes daily

plans for the current Topic which will include design and technology objectives,

assessments and details of how the lessons are to be taught.

**Recording and Assessing.**

Teachers assess children’s work by making assessments as they observe them

working during the lessons. Their progress will be recorded against the learning

objectives of the lesson. At the end of each term teachers will make

judgements using the Target Tracker Skills to assess the level of the pupil. In

the foundation stage teachers are continually making assessments both

informally and formally to help them make informed judgements related to the

profile assessments which needs to be completed throughout the year.

**Reporting.**

Reporting pupil’s progress to parents will be done by providing the opportunity

for parents to look at the children’s design and technology workbooks during the parent interview held termly along with a full written report at the end of the year. Parents will also be informed of the units their children will be completing during the year.

**The Foundation Stage.**

We encourage the development of skills, knowledge and understanding that

help children to make sense of the world around them and we relate their

development to the objectives set out in the Early Years Goals. A range of early

experiences are planned and include asking questions about how things work,

investigating and using construction kits, materials, tools and products,

developing making skills and handling appropriate tools and construction

materials safely and with increasing control. Theses encourage exploration,

observation and problem solving and these activities are conducted both indoor

and out door to attract the children’s curiosity and interest. This learning forms

the foundations for later work in design and technology.

**Expectations.**

Broad issues of progression can be expressed as expectations for each key

stage. The following expectations are set out in maintaining breadth and

balance at key stage 1 and key stage 2.

By the end of key stage 1 children will be able to:-

♦ use a range of materials to design and make simple products;

♦ select materials, tools and techniques and explain their choices;

♦ understand simple mechanisms and structures;

♦ measure, assemble, join and combine materials in a variety of ways

using basic tools safely;

♦ investigate and evaluate simple products commenting on main

features.

By the end of key stage 2 children will be able to:-

♦ use knowledge and understanding of a range of materials,

components and techniques to design and make quality products;

♦ evaluate work as it develops and if necessary, suggest alternatives;

♦ produce designs and plans which list the stages involved in making a

product and list tools and materials used;

♦ accurately measure, mark, cut, join and combine a variety of

materials, working safely and recognising hazards to themselves and

others;

♦ understand the use of electrical and mechanical systems and more

complex structures;

♦ evaluate what is or is not working well in a product.

**Resources.**

Classrooms have a range of basic resources, with more specialised equipment

being kept in the design and technology room. (This room is only accessible to

staff and prefects.) It will be up to the subject leader to review the position

and organisation of resources and will be responsible for updating and

reviewing their replacement when necessary and considering further

purchasing to meet future needs.

**Equal Opportunities.**

We believe that all children should be able to experience a range of design and

technology activities irrespective of age, gender or ability.

**Health and Safety**.

All activities connected with the teaching of design and technology will comply

with the school guidelines relating to Health and Safety. In general teachers

will always teach the safe and proper use of tools and equipment and insist on

good practice at all times. Children will be taught to take responsibility in the

tidying away of equipment. Glue guns may be used by key stage 2 children

under the direct supervision of the class teacher. Craft knives and cutting

knives again may be used by upper key stage 2 children under supervision of

the class teacher. Younger pupils may tell the teacher what they require and

the teacher carries out the cutting task with the child. When food is needed it

will be ordered through the kitchen manager for the date required and used on

that day. Teachers and support staff will have the responsibility of ensuring the

tools; tables etc are clean before use. Groups of children may then be involved

in clearing away under supervision from the teacher. Plastic aprons must be

worn by the teacher, support staff and children and plastic covers must be

placed over the tables being used. Children will be taught to always follow

strict hygiene procedures.

**Role of the Co-ordinator.**

♦ Lead the development of design and technology in the school;

♦ Provide guidance to individual members of staff when needed;

♦ Regularly update staff on new tools, materials etc;

♦ Complete work book scrutinise for the evidence file and take photographs of displays and children’s finished products;

♦ Periodically submit a resources audit and be responsible for the organisation, upkeep and ordering of resources.

Reviewed Sept 2017