



North Stainley CE Primary School

Design and Technology Policy

Introduction

This policy outlines the teaching, organisation and management of design and technology taught and learnt at North Stainley C.E. Primary School.

The policy has been drawn up as a result of staff discussion and has the full agreement of the Governing Body. The implementation of this policy is the responsibility of all teaching staff. The responsibility for monitoring and review rests with the DT co-ordinator Maggie Wilson.

We teach design and technology 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:
 1. focused practical tasks
 2. product evaluation and investigation
 3. processes of designing and making
 - 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

Through design and technology we can also:

Improve pupils' skills in literacy, numeracy and ICT

Develop pupils' thinking skills

Promote pupils' awareness and understanding of gender, cultural, spiritual and moral issues

Develop pupils as active citizens

Methods of Organising Teaching and learning:

Design and technology is taught as part of a cross curricular theme/topic. It may not be a timetabled weekly lesson but the time is blocked and taught over a day/two days per term. Design and Technology lessons involve a combination of whole class, group and individual teaching. The learning opportunities can be divided into three main areas.

1. 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. Focused practical tasks (FPTs)

Focused practical tasks provide opportunities to learn and practice particular skills and knowledge.

3. 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 perceived need

To assess pupils' progress in DT we:

Assessments in Design and Technology are based on teacher observations and are made continuously. The Chris Quigley skills provide broad descriptions of achievement within each unit for teachers to decide where a child's progress differs markedly from that of the rest of the class.

Their experiences and progress will be documented in their written annual report.

Children are encouraged to evaluate their own work and describe what they might change if they were to revisit the activity.

To monitor and evaluate DT the co-ordinator:

To monitor Design and Technology within the school e.g. through curriculum walks

- keep up to date with new developments and inform staff
- encourage other members of staff in their Design and Technology teaching and give support where appropriate
- ensure that Design and Technology resources are available and appropriate to the needs of the staff
- keep a portfolio for Design and Technology that will include photographs of pupils at work,

Health and Safety

- Children should be given suitable instruction on the operation of all equipment before being allowed to work with it.
- Children should be strictly supervised in their use of equipment at all times.
- Children should be taught to respect the equipment they are using and to keep it stored safely while not in use.
- Children should be 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.
- Painting equipment must not be washed up or used in the sink in the medical room.
- All jewellery should be removed and hair tied back.

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

Sawing

- Bench hooks and clamps must be used when sawing any material.

Appendices

Development / Improvement Plan

Schemes of Work

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Signed (Chair of Governors) _____

Date _____

Date for review: summer 2013 _____