Trowse Primary School Design Technology Policy

Who is the policy for?

1. Governors, parents, children and the community

2. The staff and trainee teachers
    a. as an aid to planning, implementing and review
    b. to support continuity with staff changes

Design and Technology at Trowse

DT plays an important part in our school in the development of pupil's understanding and enjoyment of the real world in which they live. It also contributes to their personal and social education, particularly in relation to economic and industrial understanding. DT enables pupils to appreciate the variety and nature of materials and the ways in which they may be worked. It gives pupils an awareness that they can affect and control their environment, while being involved in relevant, enjoyable and meaningful experiences. During their time at Trowse, pupils have opportunities to build up a repertoire of skills in order to realise their ideas.

Teaching DT involves developing personal skills and knowledge of a wide range of materials and equipment.

Entitlement

The National Curriculum states that there are two attainment targets for Design Technology: **Designing** and **Making**. These involve designing and making products, focussed practical tasks and investigating and evaluating. At KS1 children develop their skills, knowledge and understanding of joining, mechanisms, structures, health and safety and vocabulary. At KS2 children build on these skills, as well as materials and components and control.

Children in all year groups are given the opportunity to do at least one design and make task each term. These tasks are focussed activities which mostly arise from the termly topics and are based on new skills they need to learn. These tasks are sometimes based on an identified need.

Implementation

All children are given the opportunity from reception and KS1 through to KS2 to be involved in activities which will improve their designing, making and evaluating skills. These activities enhance pupils' knowledge and understanding of an increasing range of materials, mechanisms, structures, types of control and methods of fixing. Design and make tasks also draw on scientific knowledge and mathematical skills children have learned. Skills include: observation, communicating information, asking questions and solving problems, looking at artefacts, and applying learning to unfamiliar situations.

Reception and KS1 children have the chance to undertake simple making tasks based on reclaimed materials, textiles, food, construction kits and mechanisms. They have experience of doing picture designs, using labels and 'I will need' lists. Children can select materials, tools and techniques for making and can simply evaluate their work.

In KS2 children have the opportunity to work on more complicated design and make tasks. Children also think about criteria for design, considering issues like safety and reliability. Pupils in KS2 use a greater range of materials than those in KS1 including mouldable materials and electrical and mechanical components. They also evaluate their work and products in a more detailed manner, suggesting improvements for both themselves and their piers.

Teaching involves direct teaching – demonstration of skills, techniques and the correct use of tools. But children are also given opportunities for open-ended project work, where the teacher offers both advice and guidance. Time spent on DT can be flexible and teachers may adjust the usual timetable to concentrate on completing DT work in several days to avoid stopping and starting a project. Organisation is either based on whole class, group or individual working, depending on the nature of the activity.

Children are provided with a balanced programme of design and technology activities which clearly builds upon known skills and takes into account previous learning.

Equal Opportunities

Provision is made for differentiation by task or outcome for children with special educational needs.

Key Skills

Practical skills and processes: assembling, joining, cutting, bending, forming, tying, shaping and modelling, problem solving, testing, finishing, colouring, organising materials, using tools safely.
Perceptual skills: analysing, observing, planning, evaluating, investigating, decision making.
Personal qualities and attitudes: creativity, enterprise, imagination, initiative, flexibility, invention, motivation, perseverance, reliability.

Resources

DT resources are kept in either the appropriate classrooms or the wet room in class four. All staff are able to access these when required. Cooking resources are stored in two cupboards, one in the study room and one in the hall. Teachers incorporate ICT where appropriate to aid children's learning.

Links with outside agencies

Teachers try where appropriate to use outside agencies to support the children's work. Doing so helps the tasks to seem more 'real' and purposeful to the children.

Assessment and Record Keeping

Teacher's monitor pupil progress over the course of a unit of work. There are no formal assessment procedures, but a comment will be made on the annual report to parents about each pupil's progress in design, making and evaluating.

Health and Safety

Children work safely in uncluttered surroundings and are properly supervised during DT tasks. They are taught the correct use of tools and equipment, and are made aware of the dangers and how to avoid them by working safely.

Date……

Chair of Governors……

To be reviewed……