BLACK HORSE HILL INFANT SCHOOL

DESIGN TECHNOLOGY POLICY

Tell me and I forget – Show me and I may remember – Let me do it and I learn.
Learning through making works!

Prue Leith, Leith's School of Food and Wine.

1st November 2018
Approved by Committee _____

29th November 2018
Approved by Full Governing Body _____

Signed _____(Chair)

Signed _____(Headteacher)

BLACK HORSE HILL INFANT SCHOOL

Policy Document for Design and Technology

Headings

1.   The Principle of Design and Technology.

2.   Aims and Objectives.

3.   Meeting the Needs of all Pupils.

4.   Organisation:

        a.   The nature of work in Design and Technology.
        b.   Organisation of learning experiences.
        c.   Organisation of assessment/recording.
        d.   Role of the Subject Leader.
        e.   Role of the Teacher in Design and Technology.
        f.   Organisation of pupils.
        g.   Organisation of resources.

5.   Health and Safety.

6.   Risk Assessments.

1.   The Principle of Design and Technology

"Design and Technology is about making things that people want and that work well. Creating these things is hugely exciting: it is an inventive, fun activity."

James Dyson, Chairman, Dyson Limited.

2.   Aims & Objectives

The National Curriculum for Design and Technology aims to ensure that all pupils:

- Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- Critique, evaluate and test their ideas and products and the work of others
- Understand and apply the principles of nutrition and learn how to cook.

Objectives

The specific learning outcomes for individual pupils are expressed within the Purpose of Study set out in the National Curriculum. The P.O.S. should enable all pupils to achieve across the whole range of Attainment Targets at a level which is appropriate to the individual pupil.

3.   Meeting the Needs of all Pupils

Pupils will obtain maximum benefit from Design and Technology if :-

a.   Work is challenging, yet achievable.
b.   Tasks are structured so that pupils with special needs can achieve success.
c.   Teachers expectations are appropriate.
d.   Pupils successes are recognised.

The Statutory Order makes provision for pupils with disabilities.

A pupil who, because of a disability, is unable to undertake a practical activity required under the programmes of study, may undertake an alternative activity which most closely matches that activity. Physical disabilities will not, of themselves, prevent pupils engaging in design activities.

Boys and girls will be given equal opportunities and equal tasks in Design and Technology work.

4.   The Organisation of Design and Technology

a.   The Nature of Work in Design and Technology
All work in Design and Technology is carried out by the class teacher. The organisation of the work in Design and Technology in Key Stage 1 is governed by the dictates of the National Curriculum. Prior to Key Stage 1 children in The Foundation Stage will work within the "Guidelines for Understanding the World and Expressive Arts and Design" as governed by the Early Years Foundation Stage Curriculum.

3

Teachers need to be aware of important relationships which exist between Design and Technology and other areas of the curriculum, and be prepared to draw on other subjects where appropriate through the teaching of skills through a creative curriculum.

Design and Technology can provide support for a topic started or led by another subject in the curriculum.

As is normal practice, consultation during planning will ensure there is a core of topics which will cover all aspects of Design and Technology throughout Key Stage 1 and the Foundation Stage in compliance with the statutory orders.

b.   Organisation of Learning Experiences

The children will be working within a range of contexts which are familiar to them.

The programmes of study present the knowledge, skills and values which are to be used in activities; design, make, evaluate, and technical knowledge. In the course of the Key Stage the children will visit the P.O.S. more than once and in a variety of ways and through a variety of stimuli.

For each topic only a realistic and appropriate piece of the P.O.S. should be selected by the teacher for detailed coverage.

In following the P.O.S. the children will be given opportunities to design and make good quality products, fit for their intended purpose.

The children should work safely in a broad range of media (reclaimed materials, construction toys, graphics, textiles and food).

The attainment targets describe the process of Design and Technology. When planning, teachers need to ensure that children are offered opportunities to take part in each of the elements of the process described by the attainment targets.

c.   The Organisation of Assessment/Recording / Reporting

1.   Teacher assessment will take place through observations in the Foundation Stage and at the end of a unit of work for Key Stage 1. This will be recorded in the class assessment file in Key Stage 1 and in the Observation file in the Foundation Stage.

2.   Samples of evidence of children's work will be kept in the Foundation Stage and Years 1 and 2 and photographs will be posted on the school website.

3.   At the end of each year staff will provide written reports to parents/carers about the child's progress.

d.   The Role of the Subject Leader

The Subject Leader will be responsible for:-

i.   Ensuring full coverage of the Programmes of Study over each Key Stage.

ii.   Giving help and support to classroom teachers, at Black Horse Hill Infant.

iii.   Regular observations of D & T teaching within the classroom environment.

iv.   Attending relevant meetings and courses and ensuring adequate training for other members of staff.

e.   The Role of the Teacher in Design and Technology

In order for the children to be able to develop and demonstrate their learning capabilities the teacher will need to provide a wide variety of learning experiences and adopt a range of teaching strategies. The teacher needs to:-

i.   investigate, research and experiment.

ii   ensure that children be given the opportunity to develop their design technology capability through design and make activities, focused tasks and the investigation of products and their applications.

iii.   Provide books, displays, visits, visitors and access to other sources of information.

iv.   Provide opportunities for children to communicate their ideas in a variety of ways.

v.   Develop children's confidence and allow them to take an increasing responsibility for their work.

vi.   Encourage children to select and use the appropriate materials, tools, processes in their making.

vii. Ensure that children are taught how to use equipment safely and have the necessary skills in order to help them achieve their goal.

viii. Ensure materials and equipment are available and extend the range of resources by teaching specific techniques as appropriate.

Intervening in pupil group and individual activities may be necessary to :

i.   help the children come to a decision.

ii.   keep work going.

iii   help a group work better together.

iv   to extend the range of resources available to them.

v.   to develop the children's thinking or awareness.

vi.   to ensure that quiet children within a group are given the chance to express their ideas.

vii. to ensure that contributions of individuals are recognised.

f.   The Organisation of Pupils

Discussions and collaborative work are an important aspect of technology activities. Pupils working in groups need to talk freely to clarify their ideas and appraise their work.

Throughout the Foundation Stage and Key Stage 1 pupils will work individually, in pairs and in small groups. Boys and girls will be given the same opportunities in all aspects of Design and Technology work. Ethnic and cultural diversity within the school/class must also be taken into consideration and the Design and Technology curriculum should reflect the contributions from other cultures.

Every pupil is entitled to have equal access to a broad and relevant Design and Technology curriculum and providing access to this for pupils with Special Educational Needs is an important aspect of the teachers' planning and organisation. Tasks should be structured so that pupils with special needs can achieve success, teacher's expectations are appropriate and pupil's successes are recognised.

Teachers need to be aware of each pupil's ability, individual needs and social needs, attitude and behaviour when planning the group structure for the predominantly practical aspects of Design and Technology work.

g.   The Organisation of Resources

The storage and acquisition of resources for Design and Technology will be the responsibility of the class teachers. Each class will have a range of model making toys suitable for the age and abilities of the pupils in that class. Relevant literature is kept by the co-ordinator. Tools and general equipment are stored in a stockroom. As resources provided by the school are used, broken or lost the class teacher must inform the school office so that replacements can be acquired.

5.   Health and Safety

We follow the Authority guidelines for Health and Safety in Design and Technology.

No person (teacher, pupil, supply teacher or classroom helper) should use any tools or pieces of equipment unless they have been trained in their safe use.

6.   Risk Assessments

Risk Assessments will be undertaken by all the teaching staff when necessary. These will be kept with the relevant planning and a copy given to the Headteacher.

Mrs S Bancroft
September 2018