



Silverhill Primary School

Policy for DT

Curriculum

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Technology is largely a practical subject, where investigating existing products, understanding the design criteria, making decisions about what to design and how to make it, are as important as the finished product.

Design technology is a subject in its own right and has specific skills and knowledge, which need to be taught and learnt. Once learnt, these skills can be applied to the solution of problems and can be used to support work in other subjects; such as science, maths and art.

Our work now follows the Design and Technology Progression Framework from the new 2014 National Curriculum.

Design Technology prepares pupils to participate in tomorrow's rapidly changing technologies. They learn to think and intervene creatively to improve quality of life. The subject calls for pupils to become autonomous and creative problem solvers, as individuals and members of a team. They must look for needs, wants and opportunities and respond to them by developing a range of ideas and making products and systems. They combine practical skills with an understanding of aesthetics, social and environmental issues, function and industrial practices. As they do so, they reflect on and evaluate present and past design technology, its uses and effects. Through design technology, all pupils can become discriminating and informed users of products, and become innovators.

Pupils should be taught to develop their design and technology capability through combining their designing and making skills with knowledge and understanding, in order to design and make products

Aims

- For the children to develop an understanding of the purposes and applications of Design Technology in everyday life.
- For the children to learn the necessary skills to develop their level of achievement in Design Technology.
- For the children to be able to discuss their design technology using relevant and appropriate vocabulary.
- For the children to learn and apply good Health and Safety attitudes and practises.
- To motivate the children by providing interesting and stimulating experiences.
- To enable the children to use Design Technology to solve a range of problems.

Teaching and learning

To maximise learning in Design Technology children need to be given opportunities to handle and manipulate products and tools, in order to develop a deeper understanding of what they are learning. Children should be given opportunities to learn through whole class teaching, individual and group work. Their learning should include investigative, disassembly and evaluative activities, focused practical tasks, design and make assignments, and evaluations of what they feel they have achieved.

Planning

Planning is based on the Design and Technology Progression Framework from the new 2014 National Curriculum with units being adapted to complement topic themes and a creative curriculum in each year group. Design Technology work is integrated into the whole school topic planning grid. Both Key Stage 1 (KS1) and Key Stage 2 (KS2) carry out work on a yearly cycle. Teachers should refer to the Progression Framework when planning and can supplement this with resources from the Design and Technology Association (DATA), such as skills help sheets and lesson plans. Teachers should not see the ideas and suggestions from the Framework as being prescriptive and are encouraged to develop their own ideas as appropriate to the age range and what is being taught in other areas of the curriculum, to develop cross curricular links. Planning should take into consideration different learning styles and provide opportunities for the children to maximise their learning opportunities. Planning should show differentiation of activities to match the differing abilities of children and should ensure progression of skills, concepts and techniques.

Organisation

DT is taught as an integral part of the curriculum by the class teacher. It is also taught on a weekly basis as a discreet subject by either the teaching assistants or the class teacher. This is planned by the class teachers and monitored by the DT co-ordinator. Opportunity is given for individual and paired work, as well as work involving small groups or the whole class. Opportunity is also given for working in two or three dimensions and on different scales, both indoors and out.

Equal opportunities

It is the policy of Silverhill Primary School to ensure that every child receives an equal opportunity within Design Technology activities, regardless of race, gender, ability or Special Educational Needs.

Special Educational Needs

Any children who are identified as having 'special needs' are given the help that they require to enable them to access the design technology curriculum. Where children have a degree of physical, sensory or behavioural difficulties in the making of products, they should be encouraged to participate in Design Technology activities with help from others.

Gifted and Talented

Staff must ensure that there are adequate opportunities for Gifted and Talented children and these should be noted within planning where appropriate. The DT and Gifted and Talented coordinators should be informed. Pupils who are Gifted and Talented within DT are offered the same curriculum as all other children however they may work on activities at an extended level, using support staff and the Gifted and Talented co-ordinator to give extra guidance where appropriate.

Resources

The majority of DT resources are kept in the DT cupboards situated outside the Year 6 classrooms. Smaller pieces of equipment are kept in classrooms by individual class teachers. Resources are checked regularly and a yearly audit is carried out.

Schemes of work

Schemes of work are available for key stage one and key stage two. They offer suggested activities and provide progression and practice in techniques. This ensures progression and continuity for all areas of DT.

Assessment recording and reporting

Children are assessed by the class teacher throughout the year. This assessment is used to monitor and measure pupil performance against clear learning objectives and targets. Observations of DT lessons are also carried out by the DT co-ordinator. Every opportunity is taken to celebrate the achievement of pupils. Work is displayed in individual classrooms as well as shared areas such as the school corridors and hall.

Health and safety

At all times children and adults must work within the Health and Safety guidelines. This is particularly the case when completing Food Technology tasks using equipment such as microwaves, ovens, blenders and toasters. All staff are asked to refer to / complete if necessary a Risk Assessment (accessed via the server- Risk Assessments/School Risk Assessments/DT) before completing such activities. Staff are also asked to consider the age of the children and the level of adult supervision felt necessary during activities involving DT hand tools e.g. saws, drills, glue guns, knives. The DT coordinator suggests work stations for sawing, hammering - so that children are not carrying various tools around the classroom and adult supervision can be pin pointed to certain areas of the classroom. A set of safety guidelines for Design and technology can be found in the Design Technology store and on the Design Technology teacher's resource shelf. Staff can also access guidelines relating to health and safety issues pertinent to Design and Technology within the school's Risk Assessment folder (accessed via the server).