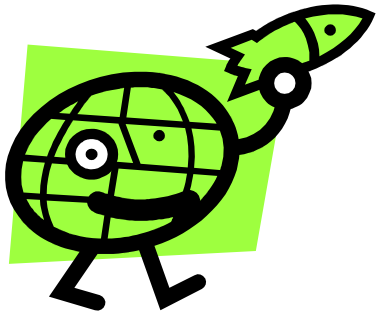
WHITFIELD ST JAMES CE © PRIMARY SCHOOL

Policy for DT

Autumn 2014.

Involvement, Enjoyment, Achievement



This document is a statement of the aims, principles and strategies for the teaching and learning of Design and Technology.

It was approved by the Governing Body in September 2014.

This policy will be reviewed again in 2016 or when changes in the curriculum occur.

Why teach Design and Technology at St James

Technology plays an ever increasing, important part in our lives. At St James our aim is to give children the opportunity to combine their designing and making skills with knowledge and understanding. Children learn to produce practical solutions to real problems. Children develop technical understanding and making skills, learn about design methods and investigate their environment and the materials around them.

Aims of teaching Design and Technology

Our aims of teaching Design and Technology are to offer opportunity for children to :

- Develop their designing and making skills
- Develop knowledge and understanding of Design and Technology
- Develop knowledge and understanding of health and safety
- Develop their capability to create high quality products through combining their designing and making skills with knowledge and understanding
- Nurture creativity and innovation through designing and making
- Explore values and attitudes to the made world and how we live and work within it
- Develop an understanding of technological processes, products and their manufacture, and their contribution to our society
- Learn to take risks

How we Plan

At St James' we are currently using the QCA documents for design technology as the basis for our planning in Key Stage Two. Design and Technology in KS1 is cross curricular and linked to the current topic. All KS1 classrooms have a designing and making table which can be accessed by all children every day. Construction is also available every day. Learning objectives for KS1 are taken from the National Curriculum.

In the Foundation Stage, activities are planned using the EYFS, where children work towards achieving the development matters statements. Children learn design and making skills through planned adult directed activities and during child initiated play. As part of the continuous provision, children have daily access to the 'workshop' table where they can design and make using many different resources and materials. Various types of construction are provided daily, both indoor and outdoor.

Continuity and Progression

To allow for continuity and progression in KS2 we follow the QCA Scheme of Work. Each unit teaches children skills, knowledge and understanding in design and technology, that are then built on and developed in further units as the children move through the school. Progression in design technology can be characterised by :

- An increase in knowledge skills and understanding
- Moving from familiar to unfamiliar concepts
- Meeting needs which demand more complex or difficult solutions
- An increase in child's own understanding and learning

Teaching Methods : Learning Styles

Our evaluated QCA Scheme of Work states which units will be studied in which year groups. However, the teachers themselves decide when during the year they will teach each of the three units (two units at Year 6), so that aspects of the unit may be taught alongside other subjects/topics creating cross-curricular links. D&T will be taught in two strands as per the new curriculum 2014. Designing and making and cooking and nutrition. It is recommended that 'cooking and nutrition' are linked with 'designing and making'. This means that as part of their food technology projects children will apply the principles of healthy eating and nutrition, learn how to prepare dishes at KS1, and prepare and cook dishes at KS2.

Each teacher has their own particular style, but we all believe that children learn best in an experimental and investigative way. This practical approach is undertaken at all Key Stages and also be following the three types of activities included in each unit of work.

- Investigative, disassembly and evaluative activities (IDEAs)
- Focused, practical tasks (FTPs)
- Design and make activities (DMAs)

Equal Opportunities and Differentiation

Design and Technology is usually taught in mixed ability groups, aspects of the units always being carefully adapted to appeal to all children irrespective of gender, race or ability. Differentiation is catered for either by support, outcome or task.

Resources

Most of the Design and Technology resources are located in a central resource area located in the corridor. Resources that, if misused, could be hazardous are kept in a locked cupboard with a key being available in the staffroom. Certain consumables have been given directly to the year groups who require them and are to be used for design and technology only.

Safety

All the staff accept the responsibility to plan safe and hygienic activities for design and technology throughout the school

- Children will be taught the correct and safe ways to handle tools and foodstuffs
- Craft knives will be used at the discretion of the class teacher (after reading health and safety guidelines) and under close supervision.
- All surfaces used for food preparation should be kept clean and prepared well for food handling
- Both Teachers and children must be aware that some children are allergic to certain types of food
- Children should be encouraged to understand the implications of health and safety issues as consumers and designers
- Children must not be allowed to use "Teacher Tools"
- All Teaching Assistants must be aware of safe practices and health and safety guidelines
- If in doubt stop!! Go back to safety guidelines, ask the Co-ordinator or read "Make it Safe" handbook for relevant information until you are sure
- It is the responsibility of the Co-ordinator to inform staff of any new health and safety issues that arise

Assessment and Record Keeping

Foundation planning sheets are used to record the planning, teacher assessments and evaluations of Design and Technology and they are kept in the teacher's planning file.

Children's progression is monitored through observation, discussion and evaluation of written work, diagrams and drawings against the learning objectives from the QCA documents.

Written and drawn evidence of activities should be kept in a class design technology folder to be collected by the Co-ordinator at the end of each year. Any concerns about children's progression will be discussed with the next teacher. Photographic evidence will be collected by the Co-ordinator.

Mrs N Cox
September 2014