HIGHFIELD PRIMARY SCHOOL

TECHNOLOGY POLICY 2013

This policy outlines the aims, principles and strategies for the teaching and learning of Design and Technology.

The Policy will be reviewed annually by the co-ordinator.

The implementation of the policy is the responsibility of all staff and will be monitored by the subject leader.

WHAT IS DESIGN TECHNOLOGY?

Design Technology is the process of designing, making and evaluating products fit for a purpose.

AIMS: Our aims in teaching design and technology are that the children will:

1. Have opportunities to design and make good quality products and systems and the aspiration to achieve these well.
2. Develop designing and making skills, and the knowledge and understanding to use these to the best of their ability.
3. Become aware of the impact of design technology and its contribution to the quality of life.
4. Be provided with the knowledge and opportunity to develop a range of creative, practical problem solving skills, enabling them to work as individuals or as members of a team.
5. Be given the practical skills needed to work with a range of techniques, tools and materials.

OBJECTIVES

1. To stimulate interest in design technology.
2. To provide activities that are matched to each child's capability.
3. To develop the child's understanding of the purpose and relevance of their work.
4. To develop the child's safe and appropriate use of a range of tools and materials, while building their skills.
5. To encourage and develop children's knowledge of present and past design and technology, its uses and effects, and to use this knowledge to modify their own work.
6. To develop skills progression throughout the child's primary school career.

PRINCIPLES OF THE TEACHING AND LEARNING OF DESIGN AND TECHNOLOGY.

Design technology is important because:

1. It prepares pupils to participate in tomorrow's rapidly changing technologies.
2. Pupils can become discriminating and informed users of products.
3. The designing and making of products is a rewarding activity which can provide fulfilment at all ability levels.
4. It is a National Curriculum subject. The skills, knowledge and understanding covering the process of working in design technology are set out in 4 key strands:

- **Developing, planning and communicating ideas**.
- **Working with tools, equipment and components to make quality products**.

- **Evaluating processes and products**.
- **Knowledge and understanding of materials and components**.
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EQUAL OPPORTUNITIES
All children will experience the range of activities and we will use opportunities to challenge stereotypes. The experience and skills developed from design technology are beneficial to both boys and girls.

INCLUSION
- Pupils with a disability will not be treated less favourably, for a reason that relates to their disability.
- Pupils with special educational needs should have access to a broad, balanced and relevant education to ensure the highest possible levels of achievement.
- Pupil's views should be sought and taken into account, in the light of their age and understanding.
- Interventions for each child should be regularly reviewed, and their impact assessed.

Children with special needs will receive support if appropriate from the class teacher teaching assistant or SNA. They will undertake exercises or projects geared to their level of ability. A teacher needs to be aware of children's limitations and consider implementing a range of strategies to address these needs. The appropriate teaching and organisational strategies will be adopted.

STRATEGIES FOR THE TEACHING OF DESIGN TECHNOLOGY

1. DT may be allocated to blocks throughout the year. The time spent on these activities will vary depending on the nature of the project. Children will be taught by their class teacher or an alternative teaching representative on a regular basis.
2. The planning of design technology ensures that there are cross curricular links, in particular maths.
3. Activities covered will give the children an opportunity to experience investigation, disassembly, planning, construction and evaluation. Focused tasks will be used to teach new skills, techniques and the correct and safe use of tools and equipment.
4. Excellence will be celebrated in display and presentation. Suitably mounted examples of work will be displayed in classrooms and throughout the school, and presentations shown in assemblies and other appropriate occasions.
5. The organisation of the class will vary according to the nature of the task and the availability of the tools being used.
6. Where possible materials and tools must be easily accessible.
7. Tools are to be stored safely.
8. It is essential that the children work in an area which enables the teacher to monitor their safety and progress.

USE OF I.C.T. IN DESIGN AND TECHNOLOGY

The use of ICT as a tool in Design and Technology can be greatly beneficial, whether to use specifically for pattern design, recording data, researching information on the Internet or on CD-Roms, or to enhance presentation.

ASSESSMENT RECORDING AND REPORTING

Formative assessment will be carried out by teachers in the course of their teaching. It will involve identifying each child's progress in each aspect of the subject, determining what each child has learned and what therefore should be the next stage in their learning.

Through discussion, positive and constructive feedback will be given to the children while the task is being carried out to enrich their learning.
From Year 1, each child will have a technology book or folder in which to store their work. It will contain work dated and annotated with teacher's comments. Children will keep sketches, plans, annotated drawings, and evaluations in their books as well as photographs. A portfolio of examples of work will be kept centrally, showing levels achieved with accompanying photographic evidence. Evidence of Technology in Reception is kept in children's profiles.

Reporting to parents is done in the Autumn and Spring terms through parental interviews and in the Summer term through a written report.Reporting will focus on each child's design and technology capability.

Formal Summative Assessment is carried out at the end of each National Curriculum Key Stage through the use of teacher assessment.

THE ROLE OF THE COORDINATOR / SUBJECT LEADER
The coordinator will:
- Lead the development of design and technology in the school. This will involve taking a lead in policy development and schemes of work designed to ensure progression and continuity throughout the school.
- Provide guidance to individual staff through informal discussions.
- Monitor and review progress in design and technology.
- Take responsibility for purchasing and organisation of resources. The items to be purchased should be recorded on the school form and given to the headteacher. A list of equipment in school and organisation of these resources is the responsibility of the coordinator.
- Be responsible for the maintenance of resources.
- Keep up to date with developments in design and technology and disseminate information to colleagues as appropriate.
- Coordinate the termly display of design and technology work.
- Ensure a coordinator's file is kept.
- Maintain an up-to-date portfolio.

HEALTH AND SAFETY
All staff are responsible for:
- Complying with the school's Health and Safety Policy
- Taking reasonable care of their own health and safety and those of others affected by their acts or omissions.
- Co-operating with their management in complying with relevant statutory provisions.
- Using all work equipment and substances in accordance with the instruction and training received, especially when preparing food (using sharp knives).

- Not intentionally misusing anything provided in the interests of health, safety and welfare.
- Following all prescribed safe working practices, and not working while unfit to do so.
- Reporting to their co-ordinator or Headteacher any health and safety problem they cannot deal with themselves, or any shortcoming they find in the health, safety and welfare arrangements.
- Ensuring behaviour is appropriate in the baking room.
- Ensuring children know how to use appliances safely in the baking room.

All children will be responsible for:

- Complying with school rules and procedures
- Taking reasonable care of themselves and others.
- Co-operating with their teachers and other school staff.
- Using equipment and substances in the manner in which they are instructed.
- Not misusing anything provided for the purposes of health and safety.

Teachers will teach the safe use of tools and equipment in accordance with health and safety requirements. They will be responsible for storage of tools and materials. Children will be taught to recognise hazards in a range of products, activities and environments and take action to control the risks to themselves and others. Teachers are ultimately responsible for safety within their classroom.

FOOD HYGIENE AND SAFETY – Food will be bought and used on the day it is needed. Staff will ensure that all surfaces, cooker etc are clean. Aprons will be worn by everyone working with food and hands washed before. A contribution towards costs may be requested. Letters will be sent home to ascertain possible food intolerances/allergies prior to lessons.

It is the responsibility of the teacher to ensure the baking room/DT resources room are returned to a high standard of cleanliness and safety

RESOURCES

KS2 classrooms will have access to a Tech Truck which is stocked with appropriate resources. Some resources will be stored in the DT cupboard and the baking room will house appropriate resources for food technology.