



Threemilestone School **Policy for Design and Technology**

Document Purpose

This policy reflects the school's values and philosophy in relation to the teaching and learning of Design and Technology. It sets out a framework within which teaching and non-teaching staff can operate and give guidance on planning, teaching and assessment. The policy is intended to be used in conjunction with the skills based curriculum that we are currently using, with reference to the Cornwall planning pack.

Audience

This policy document, having been presented to and agreed upon by the whole staff and Governing Body, is available for members of the teaching and non-teaching staff and the curriculum committee of the Governing Body. This ensures the availability of the document to visiting teachers and to parents. A copy of the document is also kept in the Policy Document file and on the Staff shared area.

Subject Aims

Design and Technology is a foundation subject within the National Curriculum. The aims of teaching Design and Technology at Threemilestone School are consistent with our school philosophy and take account of the Cornwall planning materials and the National Curriculum.

The aims of Design and Technology at Threemilestone School are:

- To provide opportunities for children to experience designing , making and modifying
- To enable children to work in a range of appropriate contexts (home, school, community, recreation, business, industry) using a wide variety of materials, including textiles, food and resistant materials
- To promote positive attitudes towards and enthusiasm for Design and Technology work in school
- To provide hands-on experience where the real world can be investigated, changed and perhaps improved
- To encourage a healthy attitude to safety through correct procedures involved when using tools and equipment
- To follow the National Curriculum Technology and ensure a well balanced coverage of all aspects of Design and Technology
- To develop children’s Design and Technology capability through practical activities, where children are encouraged to discuss and analyse their work to justify the ideas, materials and techniques they have used to propose modifications and improvements

In the teaching and learning of Design and Technology, we can identify a number of subject specific areas of knowledge, concepts, skills and attitudes that are developed.

Concepts	Skills	Attitudes
Materials and their working characteristics Products and their applications Quality and fitness for purpose	Designing Imagining Generating ideas Clarifying the task Developing ideas Communicating ideas	Develop persistence in seeking solutions to problems Develop desire to improve on solutions
Structures, forces	Organising and planning others and appreciate the needs of others	Consider issues and influences
Control Safe working	Talking, drawing, researching,	Recognise the benefits

Aesthetics	reflecting, modelling, applying knowledge from other curriculum areas	D and T in every day life and draw on own experiences
	<p>Making Cutting, shaping, joining, combining, finishing, measuring These all include: Manipulative skills Observation skills Aesthetic skills</p> <p>Planning & Evaluation Selecting Choosing Working safely Critical awareness</p>	

Curriculum And School Organisation

In order to achieve the aims outlined previously, the teaching of Design and Technology at Threemilestone School is approached in a flexible way throughout the school, within each Key Stage and within each year group. We co-ordinate the requirements of National Curriculum Design and Technology through an integrated topic approach, thus providing development of skills and integration with other subject areas. Each year, four Design and Technology topics are covered: 1 food, 1 textiles and 2 resistant materials.

Design and Technology is taught by class teachers and has a curriculum co-ordinator with responsibility for developing the subject. The co-ordinator receives any information/resources that arrive in school, but decisions regarding Design and Technology work, the development of the curriculum and attendance on courses involves any or all members of the staff.

Time Allocation

Time allocated to the teaching of Design and Technology is in accordance with DFEE Guidelines and as agreed by staff when Curriculum 2000 was adapted.

Planning

See Policy on Whole School Planning

Class Organisation and Teaching Style

At Threemilestone School class teacher are responsible for their own class organisation and teaching style in relation to Design and Technology, while at the same time ensuring these complement the overall aims and philosophy of the school. (There is also some specialist teaching, where the teacher's own expertise is used for the benefit of delivering this subject.)

Within any one class, children are given the opportunity to work as a class, as part of a group and as individuals. There are occasions when whole class activities are appropriate in the teaching of Design and Technology. These may include the introduction of a new topic, new skill or activities leading to further group work (or when an activity generates so much excitement and enthusiasm it is impossible to work with only one group at a time). Group work eases pressure on resources and also offers the children opportunities to work together, sharing ideas, offering suggestions and deciding details. This enhances communication skills and the acquisition of technological vocabulary. Groups may be organised by ability (mixed or similar), age, friendship or other criteria. Group work is organised so as to promote co-operation and effective learning and understanding. Children will be provided with designing and making assignments, focused practical tasks (where they can practise a particular skill) and activities in which they can investigate, disassemble and evaluate simple products.

A variety of resources are provided for the children and they are encouraged to make choices for themselves.

The learning task or activity and the resources used will determine the choice of class organisation.

Assessment

Children are encouraged to self evaluate their finished models and designs. There is also group comments regarding improvements

and modifications that may be needed to ensure success of a topic.

Record Keeping

Planning and photographic evidence will be kept to assist in the evaluation of topics covered in each year group.

Reporting

End of year reports are written regarding all subjects including attitude, skills gained and achievements pertaining to D&T.

Resources and Accommodation

It is the responsibility of the Curriculum Co-ordinator to review the use of resources and decide which ones will be replaced or purchased after review. The Co-ordinator will monitor the use of resources. Teachers are asked to inform the Co-ordinator if any resources are damaged or need replacing.

Teachers and the co-ordinator plan the purchase of resources each year within the budget provided. Children are asked to contribute for cooking activities and for larger models that are taken home.

Most resources are to be kept in the co-ordinators classroom, the resources room or art/design cupboard however; some teachers have their own supply of resources in their classrooms.

Equal Opportunities

See School Equality Policy

Special Educational Needs

See whole school policy on special educational needs for more detail.

Evaluation

Evaluation is carried out to enhance the teaching and learning of Design and Technology within our school. It is the responsibility of

all the staff, both teaching and non-teaching, to monitor and evaluate the curriculum provision made for Design and Technology, in order that pupils make the greatest possible progress.

Some evaluation is ongoing and occurs through observation and discussion of children's work. Children are encouraged to evaluate their own work and consider it objectively. For this it is important to have an open and supportive environment.

The staff evaluates the effectiveness of any INSET through course/development evaluation forms and through verbal feedback at staff meeting and at Performance Management interviews.

Monitoring of teachers' planning is carried out by the Co-ordinator to ensure the coverage of the necessary skills, and that all areas and aspects of Design and Technology are covered.

Resources

These are kept mainly by the Co-ordinator and in the Art/DT cupboard.

Health and Safety

When working with tools, equipment and materials, in practical activities and in different environments, including those that are unfamiliar, pupils should be taught:

- About hazards, risks and risk control
- To recognise hazards, assess consequent risks, take steps to control the risks to themselves and others
- To use information to assess the immediate and cumulative risks
- To manage their environment to ensure the health and safety of themselves and others
- To explain the steps they take to control risks
- Risk assessments are carried out prior to an activity taking place
- Safe working procedures are read by adults prior to an activity taking place.

_____ Dated _____
Author

_____ Dated _____
Headteacher

_____ Dated _____
Chair of Governing Body

_____ Dated _____
Chair of Pupils and Curriculum Committee

Date of next review