



Design and Technology Policy

St Anne's Fulshaw CE Primary School
Design & Technology Policy

Rationale

At St. Anne's Fulshaw School we believe that Design and Technology will provide an enjoyable opportunity for pupils to work safely in a variety of problem solving activities. These activities will enable pupils to develop a range of skills through working with a variety of materials. Pupils will experience the joy and satisfaction of understanding, designing, adapting and making, followed by evaluating.

Aims

- ◆ To provide opportunities for all children to design and make products.
- ◆ To create an interest and enthusiasm for designing and making for children of all abilities.
- ◆ To provide a range of activities to develop the children's capability and confidence in their own ideas.
- ◆ To help children develop an understanding of the ways in which people from past and present have used design to meet their needs.
- ◆ To help children develop a curiosity and interest in the made world.
- ◆ To develop children's confidence and skill in using and selecting a range of tools and materials safely.
- ◆ To help children develop an ability to criticise constructively and evaluate their own products and those of others.

Implementation

Planning of the delivery of Design and Technology is carried out on a three year rolling programme basis although there are increasing possibilities for well planned cross curricular links to other topic areas.

Approach

Children evaluate existing products to provide a starting point. They take part in investigative and disassembly activities and are offered focused practical tasks which teach new techniques before being given design and make assignments.

Continuity and Progression

We will provide a range of activities to develop basic skills and techniques in designing and making which should ensure a firm foundation in Design and Technology. During these activities children should be able to:

- ◆ Use simple tools correctly and safely to make products.
- ◆ Generate ideas through modelling including talking and drawing.
- ◆ Suggest simple steps for making a product.
- ◆ Recognise the need for choosing appropriate materials.
- ◆ Identify strengths and weaknesses in their products.

Monitoring

Monitoring of the Design and Technology experiences the children have had will be done by the D & T subject leader and the class teacher. The subject leader will make visits to the classrooms to observe and offer advice on how the D & T curriculum is being (or will be) delivered to the children and will look at samples of work from each year group to give an overall view of the subject. Class teachers will monitor children's work so that they are aware of the D & T capability of each child.

Differentiation and SEN

All children have needs that are individual, special and ever changing. D & T enables all children to be integrated and equal. Classes contain children of mixed ability, so activities are planned to ensure all are successful. Differentiation is also introduced by outcome. Specialist aids for SEN should be used if necessary.

Equal Opportunities and Inclusion

All pupils regardless of ability, race or gender will be given equal access to D & T. Classroom management will take account of such issues and materials which are not gender biased will be used.

Assessment

Teacher assessments of D & T capability are recorded through the year and reported to parents at the end of each academic year.

The subject leader keeps examples of design work and photographs of finished products in a file.

Resources

Practical resources are clearly labelled in drawers in the staff room. There are a variety of construction kits.

Parents and members of the community with special interests and skills often come into school to help with D & T activities.

Health and Safety

Health and safety is an important consideration when children are designing and making. Opportunities will be provided for children to recognise hazards when designing and making and when using certain products and tools. Children should be encouraged to consider and use simple rules that help to keep them safe. Specific safety advice is listed in Appendix 1.

Management

The role of the D & T subject leader is to:-

- ◆ highlight areas for the development of D & T within the School Strategic Development Plan on a rolling basis
- ◆ co-ordinate the purchase and maintenance of equipment
- ◆ ensure that all equipment is safe to use
- ◆ review INSET needs of all staff and provide suitable training opportunities
- ◆ disseminate relevant information from courses to all staff
- ◆ keep up to date with developments and new technologies
- ◆ develop the scheme of work ensuring a whole school approach to the planning, recording and assessment of D & T
- ◆ ensure that this policy is implemented throughout the school
- ◆ review and update this policy periodically.

Staffing and Inset

INSET will be provided as school based training or through courses run by the LA. The subject leader will discuss with colleagues their INSET needs and encourage them to attend relevant courses or plan whole staff INSET through staff meetings or a staff development day.

Review

The effectiveness of this policy will be monitored by the D & T subject leader in consultation with the Headteacher and staff.

03/11/97

Reviewed - September 1998

Reviewed – January 2000

Reviewed – January 2004

Reviewed – November 2006

Reviewed – September 2009

Reviewed – February 2012

Reviewed – January 2015

Appendix 1

SAFETY ADVICE FOR DESIGN AND TECHNOLOGY

Children need to be trained in the correct way to use tools. This should begin at KS1. Children will need frequent reminders!

Saws Check that blades are securely fixed. Sawing should be done using a bench and the material should be firmly secured using a vice, bench hook or G clamp. At KS1 sawing should be supervised by an adult.

Craft knives Should be used under supervision and preferably with a metal safety rule and a cutting mat.

Hammers Children should only use small hammers.

Power tools Children should NEVER use power tools such as drills and jigsaws which are mains powered.

Glue guns At KS1 low melt glue guns may be used with adult supervision. The glue gun stand should be used. At KS2 children may use the low melt guns without direct supervision, provided that they use the glue gun stand. Hot glue guns should only be used with direct adult supervision. No glue guns should be left unattended whilst still attached to the mains. Care should be taken with the flex.

Glues Children should not use super glues or wallpaper paste containing fungicide. Other glues with solvents should be used in a ventilated area.