



Melsonby Methodist Primary School Design and Technology Policy

| Document Status | | | |
|--|---|-----------------------|---|
| Date of Next Review | March 2017 | Responsibility | <i>School Improvement Committee</i> |
| Success Criteria for review completion | March 2015 | Responsibility | <i>Judith Stansfield (Chair)</i> |
| Date of Policy Creation March 2015 | Adapted school written model | Responsibility | <i>Judith Stansfield Chair of Governors</i> |
| Date of Policy Adoption by Governing Body | | Signed | |
| Method of Communication DB, school Website and hard copy file | | | |

1. Aims and Objectives

Design and technology helps to prepare children for the developing world. We encourage children to become creative problem-solvers, both as individuals and as part of a team. Through the study of design and technology they combine practical skills with an understanding of aesthetic, social and environmental issues. DT assists the children in developing a greater awareness and understanding of how everyday products are designed and made.

The aims of design and technology in our school are:

- To develop imaginative thinking in children and to enable them to complete evaluations
- To enable children to talk about how things work, as well as drawing and modelling their ideas;
- To encourage children to select appropriate tools and techniques for making a product, whilst following safe procedures;
- To incorporate enjoyment, satisfaction and purpose when designing and making
- To use Computing software to assist our designing and learning.

2. Teaching and Learning Style

We use a variety of teaching and learning styles in design and technology lessons. Teachers ensure that the children apply their knowledge and understanding when developing ideas, planning and making products and then evaluating them. We do this through a mixture of whole class teaching and individual/group activities. Children evaluate their own work and that of others. They have the opportunity to use a wide range of materials and resources.

Children are given the opportunity to work within three main areas of development during each topic:

1. Investigative, disassemble and evaluative activities (IDEAs)

These activities provide opportunities for the children to explore existing products and to gain skills, knowledge and understanding which can be applied in a design and make assignment.

2. Focused practical tasks (FPTs)

Focused practical tasks provide opportunities to learn and practice particular skills and knowledge.

3. Design and make assignments (DMAs)

A design and make assignment provides an opportunity for the children to combine their skills, knowledge and understanding to develop products that meet a real need.

In all classes there are children of differing ability and ages. We provide suitable learning opportunities for all children by matching the challenge of the task to the ability and age of the child.

Design and Technology Curriculum Planning

We carry out the curriculum planning in design and technology in three phases: long, medium and short term. The long-term plan maps out the units covered in each term during the key stage. The design and technology subject coordinator works this out in conjunction with teaching colleagues in each class.

Our medium term plans give details of each unit of work for each term. They identify learning objectives and outcomes for each unit, and ensure an appropriate balance and distribution of work across each term.

Class teachers complete a plan for each design and technology lesson. These list the specific learning objectives for each lesson and detail how the lesson will be taught.

We plan the activities in design and technology so that they build upon prior learning of the children. We give children of all abilities the opportunity to develop their skills, knowledge and understanding and we also build planned progression into the scheme of work, so that the children are increasingly challenged as they move through the school.

The planning is completed through a cross curricular approach ensuring the DT has a link to the topic being studied. Teachers give each DT theme a purpose.

The Foundation Stage.

We encourage the development of skills, knowledge and understanding that help reception children make sense of their world. We relate the development of the children's knowledge and understanding of the world to the objectives set out in the Early Learning Goals. These early experiences include asking questions about how things work, investigating and using a variety of construction kits, materials, tools and products, developing making skills and handling appropriate tools and construction material safely and with increasing control. These activities, indoors and outdoors, attract the children's interest and curiosity.

Where pupils are to participate in activities outside the classroom, we carry out a full risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Assessment and Recording.

Teachers assess work in design and technology by making observations of the children working during lessons. We record progress made against the learning objectives for that lesson. At the end of a unit of work, children sometimes undertake a review of their work that focuses upon an evaluation of the finished product and an overview of the various tasks undertaken.

Due to the practical nature of design and technology, evidence of work undertaken by children can be in the form of teacher's planning, notes or as a photographic record. Samples of the design process and end product are also valuable evidence.

Resources.

Our school has a wide range of resources to support the teaching and learning of DT across the school. Classrooms have a range of basic resources, with the more specialised equipment being kept in the stock room and Class 3.

Monitoring and review:

The DT Subject leader and class teacher is responsible for monitoring the standard of the children's work and the quality of teaching in DT. The DT Subject leader is responsible for supporting colleagues in the teaching of DT, for being informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school. The DT Subject leader will present an annual report to the Headteacher in which they evaluate the strengths and weaknesses in the subject and indicates areas for further improvement. The DT Subject leader must therefore make full use of non-contact time to undertake monitoring of DT across the whole school.

Design and Technology Policy Statement regarding the use of Food**When working with food:**

An adult will be required to supervise activities involving cooking and food handling/preparation.

When undertaking food activities the appropriate Health and Safety Procedures must be adhered to.

When working with food all children follow personal hygiene guidance (tie back hair, clean apron and washing hands)

Teachers should check the dietary needs of the children in their class to identify any foods that should not be available to specific children, or groups of children.

Any perishable food should be stored in a fridge.

Desks are wiped down with a steriliser.

Only use equipment set aside to use with food.

Teachers taking part in any food activity should dress appropriately and follow the same procedures as the children with regard to any rules regarding personal hygiene.

Ensure that all equipment is cleaned and put away

Ensure that all children use their own equipment when tasting food.

Risk assessments for specific tools should be referred to during the planning and use of equipment.

These will be found in the risk assessment file on the staff shared area of the network and in a folder as a paper copy with the DT resources.