



DESIGN AND TECHNOLOGY POLICY

1. Our aims for Design and Technology

- To enable children to recognise the made environment and their role as both user and producer.
- To give them the confidence and competence to identify, examine and solve practical problems involving the design and production of good quality products that can be tested and evaluated in use, using a variety of approaches, materials and methods.
- To encourage pupils to make judgements about the quality of their own work and others, considering functional, aesthetic and economic criteria as well as social impact.
- To give pupils a sense of enjoyment and pride in their ability to design and make.
- To encourage the flexibility and openness of mind necessary to meet practical challenges.
- To develop pupils' abilities to communicate in practical contexts; working as individuals or members of a team.
- To offer all pupils opportunities to apply knowledge from other curriculum areas, particularly ICT, Science, Mathematics and Art and Design.

2. Our objectives for Design and Technology

By the end of their time in our school we would want our pupils to be able to:

- Recognise similarities and differences in a wide range of materials with respect to their physical and/or sensory properties;
- Use effectively and safely a variety of tools to fashion a range of materials;
- When appropriate, to make prototypes and temporary models as a stage leading to the production of more permanent products or systems;
- Share ideas about ways of carrying out a task;
- Seek out, record and analyse information from a variety of sources, including the use of ICT;
- Bring together ideas and formulate a plan, procedure or design which seems likely to work;
- Explain to each other, and to adults, what they are doing as their work proceeds, giving and accepting advice as required;
- Judge the relative merits of various solutions to a problem;
- Recognise how a finished product may be improved;
- Convey and communicate their ideas to other people using a variety of appropriate techniques and media, including the use of ICT.

3. How pupils will learn design and technology

In the Foundation stage children are given the opportunity to explore materials and structures and develop their making skills through a variety of teacher led and independent activities including cooking, junk modelling, large and small construction modelling, puppet-making and sewing.

Within Key Stages I and II pupils will undertake one design and technology unit every term. These units of work will sometimes link to those published by QCA or DATA publication and include; work with products and applications, focussed practical tasks and design and make assignments.

- Wherever possible, the design and technology units should tie in with the topic of the term. Where this is not possible, a unit may be taught discretely.
- Cross-curricula links should be built in at the planning stage.
- Units may be 'blocked' or taught on a weekly basis alongside other curriculum areas. The DT room facilitates blocked units as it allows work to be left in situ and returned to at a convenient time.

4. Equipment and Resources

As the children move through the school they are encouraged to become more autonomous in choosing appropriate tools, equipment and resources. The open organisation of most resources should enable pupils to make choices.

- It is expected that every teacher will be responsible for checking tools and resources at the end of every session. Any gaps in resources should be reported to the co-ordinator.
- Tools and equipment for working with food are stored in the Music Room and access to these is available when the room is not being used for music tuition. A portable Baby Belling is available for classroom use.
- Resources for each unit are supplied to each year group, term by term. General consumable resources and a selection of tools are stored in the DT room along with demonstration boards, construction kits and Tech trolleys.

5. DT and ICT

ICT plays an important part in the design and make process. At Holbrook we are able to make use of a variety software programmes, some of which are part of the whole school provision, some of which have been acquired to support specific units of work.

These include;

- Word and other word processing features to enhance the text quality of finished products, such as moving books (Year 4) or sandwich packages (Year 3).
- Graphics software such as Colour Magic can be used to add decorative detail or enhance the quality of a finished product, for example, moving pictures (Year 1) or Fairgrounds (Year 6)
- Interactive CD Roms have been purchased to demonstrate different types of mechanism and movement, for example Mechanisms used in conjunction with Year 5's unit on cams and Fairgrounds, used in conjunction with Year 6's unit on Fairgrounds.
- Useful websites have been added to the Intranet featuring useful interactive

resources relating to electrical circuits (Crocodile Clips) and textile design (Wild Things)

- IQ boards are currently in use in Year 5's unit on cams adding a control element to the Moving Car assignment. Plans are being made to make use of these devices in other units and year groups too.
- LCP Key Stage 1 planning resources also comes with a CD Rom to support each unit with useful pictures and planning ideas.

6. Responsibilities and Competencies

The learning curriculum team is responsible for:

- Monitoring the standards of achievement across the school;
- Organising and carrying out a two yearly review of the school policy for design and technology;
- Organising and monitoring appropriate resources;
- Maintaining links with LA advisor, local secondary schools and primary co-ordinators.
- Ensuring that staff development for Design and Technology is available as appropriate.
- Producing and reviewing a long term subject improvement plan for developing Design and Technology within the whole curriculum;

Class teachers are responsible for:

- Managing Design and Technology within the classroom to maximise the teaching and learning of Design and Technology knowledge, skills and understanding;
- Developing their own personal skills so that they are competent to teach all aspects of the programmes of study for Design and Technology;
- Ensuring that all children have equal and appropriate access to Design and Technology through appropriate differentiation or support.
- Following relevant Health and Safety guidance and ensuring that children are made aware of issues relating to hygiene and safe use of equipment.

Classroom helpers are responsible for:

- Supporting activities planned and managed by the class teacher;
- Supporting pupils to develop their knowledge, skills and understanding Design and Technology;
- Discussing with the class teacher the individual progress of pupils.

7. Health and Safety

There are published County guidelines for health and safety and for safe practices in Design and Technology. These guidelines are kept in the study. It is the responsibility of every teacher, and any other adult who may work with the children, to familiarise themselves with these documents. The co-ordinator will inform colleagues of any updates or changes.

Guides to Good Practice and Health and Safety are also available in staff planning.

Reviewed: Spring 2009

Governor Signature: **Date**

Next Review Due: