

# Slaithwaite CE J & I School



# Design Technology Policy

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## STATEMENT

At Slaithwaite CE Primary School we believe that Design Technology (DT) helps children to become problem solvers. By using practical tasks that can be applied to real life situations we are also encouraging children to develop their curiosity, creativity and imagination.

The specific skills developed by the DT process include analysis, problem-solving, practical capability, and evaluation - all of which are transferable. DT fits naturally into an integrated, exciting curriculum which we are striving towards providing at Slaithwaite.

'Design and Technology is about making things that people want and that work well. Creating these things is hugely exciting. It is an inventive, fun activity.'

James Dyson, Chairman Dyson Ltd.

## AIMS

- To provide a stimulating DT curriculum of quality, range and depth.
- To give all pupils opportunities to develop creativity and innovation through designing and making.
- To teach the knowledge and understanding needed to make their products.
- To develop children's understanding of how designers have made products in the past to meet the needs of individuals and the wider society.
- To teach children the safe and effective use of a range of tools, materials and components.
- To foster enjoyment, satisfaction and purpose in designing and making.



# CURRICULUM

At Slaithwaite Primary School we follow the aims of the National Curriculum, that is:  
\* *to develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world;* \* *to build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users;* \**to critique, evaluate and test their ideas and products and the work of others;* \* *to understand and apply the principles of nutrition and learn how to cook.*

All children will be given the opportunity to design and make a range of products with a good quality finish appropriate to their age and ability.

## Planning

*Long term planning* is carried out by teachers meeting together to ensure that coverage of skills, knowledge and understanding is delivered through a variety of topics and should include a range of materials, textiles, construction and food products. DT draws upon children's knowledge in other subject areas, particularly science, art, numeracy, literacy and ICT and so can be easily woven into chosen topics. *Medium term planning* is carried out by individual teachers, liaising with others in their key stage. *Short term planning* is carried out by the class teacher and will include objectives, how the objectives will be taught and in which subjects (if cross curricular), differentiation, evidence of classroom organisation, use of additional adults and evaluation notes to inform future planning.

## Teaching and Learning

Teaching techniques should include opportunities for:

- \*Investigative, disassembly and evaluative activities (IDEAs) to explore existing products.
- \*Focussed practical tasks (FPTs) to learn and practice particular skills and knowledge.
- \*Designing and making assignments (DMAs) to combine skills, knowledge and understanding to develop products that meet a real need. (In general DMAs in KS1 will tend to be shorter in duration and, in KS2, will become more complex and time consuming.)
- \*Pupils to select appropriate tools and use them safely.
- \*Pupils to see mistakes as a necessary learning part of the DT process and that the mistakes are as important as successful outcomes.
- \*All pupils to be encouraged to comment on the aesthetic and technological quality of their own and others work. All children's ideas will be treated with respect.



## HEALTH AND SAFETY

A safe working environment needs to be encouraged from the earliest stage.

- Training in the use of certain tools must be delivered by the class teacher to all adults prior to the lesson.
- Direct safety instructions should be given to children each time they undertake a design and technology activity.
- All areas must be in direct vision of the teacher.
- Teachers should be aware of any physical limitations which a pupil may suffer (poor eyesight, hearing etc) and make suitable arrangements to allow the pupil to operate sensibly.
- When working with food, utensils and work areas should be kept clean. Children should learn simple personal hygiene rules such as washing hands before handling food, not eating food as they are cooking, and tying long hair back.
- 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.

### Training children to use tools safely.

#### **\*Saws**

Never saw directly on the table. Always use a bench hook or G-clamp the material in some way. Show the children how to start a saw cut by drawing the saw towards themselves to make a notch. When sawing, the effort is needed on the push stroke. Keep your hand and arm in line with the saw cut. Support the material when nearly finished to prevent splintering.

#### **\*Drills**

Children need to be shown how to change twist drills, how to hold a hand drill and how to keep it at right angles to their work. When drilling, turn the handle in a clockwise direction and continue turning the same way when removing the drill bit from the hole.

#### **\* Glue guns**

Children should experience a variety of ways of joining materials other than with a glue gun. However, a glue gun is very useful for joining wood, metal and certain plastics. It is recommended that the use of cool glue guns is restricted to use only when supervised 1:1 with an adult (year 4 onwards).

#### **\*Craft knives**

Children in Key Stage 2 are allowed to use craft knives for cutting paper only and this must be under strict supervision by adults.

Tools are stored in the DT store (a locked room used by adults only) and staff are responsible for checking and returning tools to the appropriate container at the end of the lesson.

## PROGRESS AND ACHIEVEMENT

Marking is carried out regularly and in accordance with the school's policy. Teachers use positive written comments as well as constructive suggestions to help children improve their work.

### Assessment

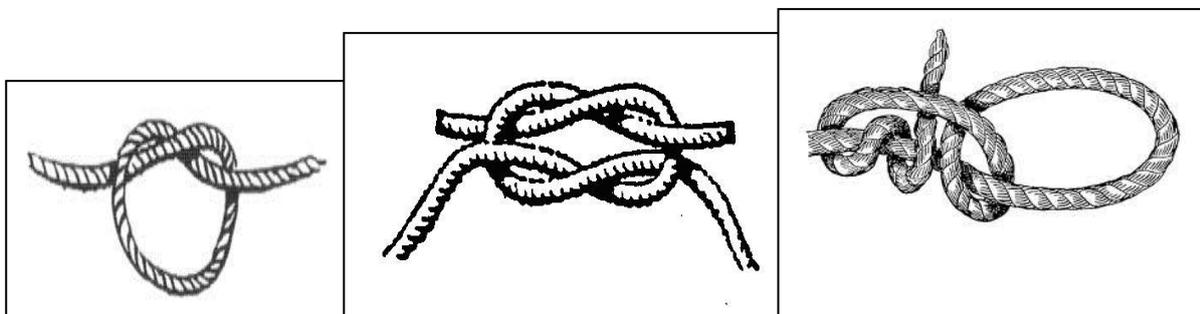
In the short term, teachers carry out continuous assessment of the learner's progress throughout the half termly DT topics and where appropriate observations are noted down against the learning objectives. Such assessment are formative and are rooted in Assessment for Learning. Areas of success and 'next steps' are shared with the children.

In addition, all children are encouraged to self-assess their own and others' learning against specific objectives. Self assessment could take the form of traffic lighting or thumbs during plenaries, verbal feedback or peer marking/editing. The children are expected to make positive comments about others' work as well as ask questions to help take learning forward.

### Monitoring and Evaluation

Monitoring and evaluation of DT is undertaken on a termly basis by the DT subject coordinator and the Senior Management Team to determine consistent teaching and learning and attainment and progress across the school. Teachers give the co-ordinator an annotated sample of work (this could be in photographic form) from a range of abilities ('Emerging', 'Expected', 'Greater Depth') as well as end of unit assessment records indicating all children's levels of attainment. This evidence is kept in a portfolio and scrutinised at regular intervals by the co-ordinator and SMT.

At the end of the year the co-ordinator gives an annual summary report to the head teacher to highlight strengths and weaknesses and an Action Plan is formulated to include areas for development of the subject.



## EQUAL OPPORTUNITIES STATEMENT

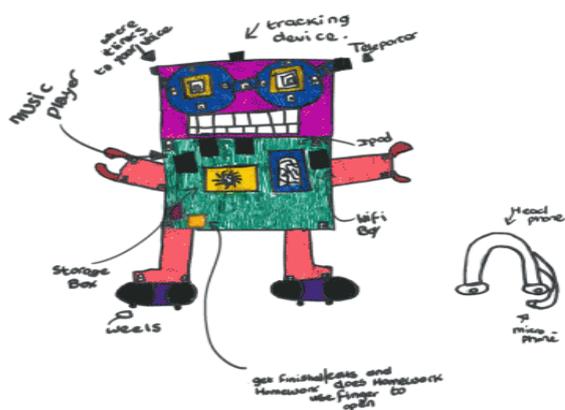
At Slaithwaite Primary School we believe that equal opportunity is the right of everyone to equal chances, and each individual is respected for who they are. We aim to ensure that children have access to the range of Design & Technology activities and use opportunities within DT to challenge stereotypes.

## INCLUSION STATEMENT

We believe that Inclusion is about the quality of the learner's experience, how they are helped to learn, achieve and participate fully in the life of the school. All learners are given opportunities to be successful, to feel included in every subject and are given opportunities to access the curriculum and reach their full potential. In order to achieve this, teachers will differentiate by modifying learning objectives, setting 'open-ended' tasks with a variety of outcomes, extra support for individuals/small groups, presenting children with a range of resources. Under these circumstances, all learners' needs will be provided for within the whole class planning frameworks with clear differentiation recorded in short term planning.

## ROLE OF GOVERNORS, PARENTS & CARERS

Our governors determine, support, monitor and review the school's policies. We believe that parents have a fundamental role to play in helping their children learn and progress within our school. We are committed to ensuring that parents are informed about topics we cover, when homework is set and how to help their child. Regular correspondence such as newsletters and parents' evenings throughout the year support this aim. The school believes that the active support and involvement of parents is crucial to learners achieving their potential in all aspects of the DT curriculum. An annual report to parents details progress and achievements made in DT.



Autoomoe 3000  
by Lucy Taylor age 9

"A robot that interacts with your voice. Headphone set works anywhere in the universe."

**INVENTORS!**

Policy reviewed October 2017

Review Due: Oct 2018