

Downs Way School Design Technology Policy

Aims and Objectives

We take the view that Design Technology education should:

- develop our pupils' practical and thinking skills, enabling them to offer possible solutions to practical problems.
- develop pupils ability to select appropriate materials, tools and components and use these with due regard to safety.
- develop pupils' abilities to engage with and critically appreciate a range of designed outcomes made by themselves, their peers and adult designers.
- develop pupils' understanding of the role of technology in creating the world in which we live and the need to control technological development by making value judgments about its impact on people and the world.
- enable pupils to apply skills, knowledge and understanding from the programmes of study of other subjects, where appropriate.

Equal Opportunities

All children at Downs Way School have complete access to Design and Technology regardless of age, sex, or ability.

Individual tasks should be structured so that all pupils can achieve success whatever their level of ability or special circumstance.

All pupils will work in a variety of groupings, i.e. individually, in pairs, small groups and large groups.

Care will be taken to ensure that pupils understand that no culture has a monopoly of achievement in technology.

More Able Pupils

Work from other Key Stages can be used to support the more able pupil's learning. Each child's stage of development must be taken into account when helping the more able child to reach its full potential.

Design work can be differentiated by outcome and/or by input from the teacher suited to the intellectual and physical development of the more able child.

Special Educational Needs

All children have the opportunity to access all areas of the design technology curriculum.

We want all children to benefit from all areas of experience. To facilitate this some children will need more adult input.

Each child's stage development must be taken into account when helping the child with special educational needs reach its full potential.

When appropriate and necessary, design work for the child with special educational needs can be differentiated by outcome, or by input from the teacher suited to the intellectual and physical development of each particular child.

The Role of the Teacher

The teacher's role covers the following areas:

Facilitator/enabler

Mediator to intervene to make an experience more meaningful

Assessor

Partner to work alongside, to encourage

Questioner to prompt better work

Instructor when necessary e.g. making fixings

Designer

The Role of the Subject Leader

The subject leader should give advice and guidance to other members of staff with regard to new ideas and resources.

The subject leader should disseminate information learned at courses and co-ordinators meetings.

The subject leader should ensure that the policy is regularly reviewed and updated.

The leader is responsible for acquisition and storage of disposable/ non-disposable resources.

The subject leader is responsible for organising INSET.

Curriculum Coverage

Our objectives in teaching Design and Technology are that all children should be given opportunities to:

- Show interest and motivation in designing and making.
- Show knowledge of a variety of materials, tools and components.
- Show an awareness of the need to exercise safe and hygienic practices and to employ these whilst working.
- Creatively apply their knowledge and skills when designing and making.
- Communicate their ideas orally, in writing, drawing and in 3 D models.
- Plan work individually and as a member of a team.
- Evaluate and make appropriate modifications within their designing and making.
- Evaluate the work of others, including those from other times and cultures.

- Show an awareness of the ways in which a design and technology activity might have an effect upon people and the environment.
- Investigate the work of designers through first hand experiences.

Pupils will all have experience of using a variety of *construction kits* such as Lego, K'nex, and Brio as a starting point for developing the skills of designing, making and modifying. They will use *junk modeling materials* independently to make their own creations and under instruction to create something specific like a vehicle - a boat or car. They will develop *sewing and weaving* techniques to create pieces of their own design. They will also have regular experiences with *cooking*.

Assessment and Monitoring

Assessments are carried out continuously through discussion and observation of the pupil during the lesson and, where appropriate, by the child's recording of the activities, e.g. planning, designing, and photographing practical activities.

Medium and short term planning will provide evidence of coverage of programmes of study.

Health and Safety

An important aspect of Design and Technology is the need to develop the children's awareness of the need to work safely and with due regard to the health and safety of themselves and others.

Children will be shown how to use equipment correctly and will be given the opportunity to practice skills and techniques under supervision.

The teacher is the final decision maker about safety in her classroom. If there is any doubt about how to work safely, or the capacity to provide the necessary level of supervision then the activity should be postponed until advice from the subject leader or Headteacher has been obtained. If activities are deemed to be dangerous then other alternatives should be sought.