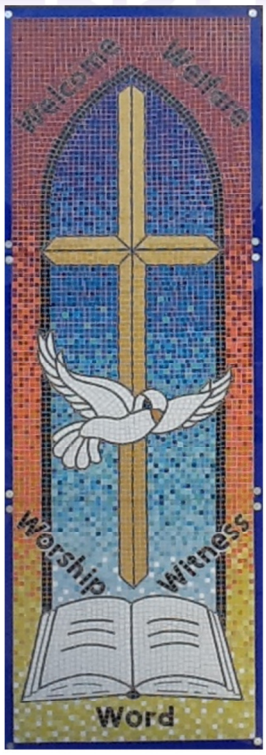
St Charles RC Primary School

Design and Technology Policy

2016-17

CHRIST IS AT THE CENTRE



C ompassionate

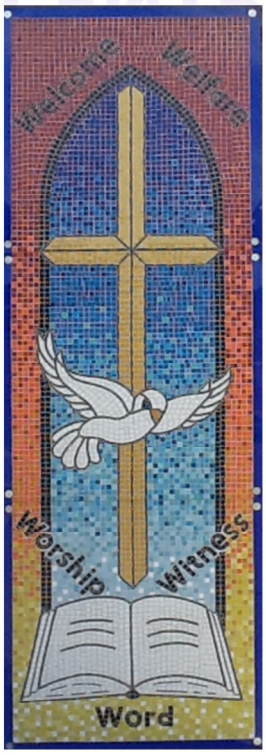
H elpful

R espectful

I nclusive

S haring

T ruthful



St Charles RC Primary School

Design and Technology Policy 2016-17

Our mission at St. Charles RC Primary School is to try and centre our life in Jesus Christ, the spiritual foundation of our community.

We aim to pass on the faith we share in partnership with you.

We want the children in our care to grow and develop to their full potential within a caring Catholic community which recognises fully their true worth and God given talents. We look forward to working with you in a spirit of mutual trust and support.

We take pride belonging to St. Charles RC Primary School.

MISSION STATEMENT

As a family of God, we love to learn and learn to love

Rationale

Design and technology prepares children to take part in the development of tomorrow's rapidly changing world. Creative thinking encourages children to make positive changes to their quality of life.

The subject encourages children to become autonomous and creative problem-solvers, both as individuals and as part of a team. It enables them to identify needs and opportunities and to respond by developing ideas and eventually making products and systems.

Through the study of design and technology they combine practical skills with an understanding of aesthetic, social and environmental issues, as well as functions and

industrial practices. This allows them to reflect on and evaluate present and past design and technology, its uses and its impacts.

Design and technology helps all children to become discriminating and informed consumers and potential innovators.

Aims

The aims of design and technology are:

- to develop imaginative thinking in children and to enable them to talk about what they like and dislike when designing and making;
- to enable children to talk about how things work, and to draw and model their ideas;
- to encourage children to select appropriate tools and techniques for making a product, whilst following safe procedures;
- to explore attitudes towards the made world and how we live and work within it;
- to develop an understanding of technological processes, products, and their manufacture, and their contribution to our society;
- to foster enjoyment, satisfaction and purpose in designing and making.

Teaching and learning

- We use a variety of teaching and learning styles in design and technology lessons.
- The principal aim is to develop children's knowledge, skills and understanding in design and technology.
- 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.
- Within lessons, we give children the opportunity both to work on their own and to collaborate with others, listening to other children's ideas and treating these with respect.
- Children critically evaluate existing products, their own work and that of others
- They have the opportunity to use a wide range of materials and resources, including ICT.

Pupils with Special Educational Needs/Disabilities

We teach design and technology to all children, whatever their ability.

Design and technology forms part of the school curriculum policy to provide an engaging and enriched education to all children. In all classes there are children of differing ability.

We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

We achieve this through a range of strategies:

- setting common tasks that are open-ended and can have a variety of results;
- setting tasks of increasing difficulty where not all children complete all tasks;
- grouping children by ability and setting different tasks for each group;
- providing a range of challenges through the provision of different resources;
- using additional adults where possible to support the work of individual children or small groups.

Curriculum planning

We have adapted the national scheme to the local circumstances of our school in that we use the local environment and our topic plan as the starting point for certain aspects of our work.

Class teachers plan for individual design and technology sessions as part of their weekly planning. We plan the activities in design and technology so that they build upon the 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.

Early Years Foundation Stage

We encourage the development of skills; knowledge and understanding that help EYFS children make sense of their world as an integral part of the school's work. As the EYFS classes are part of the Foundation Stage of the National Curriculum, we relate the development of the children's knowledge and understanding of the world to the objectives set out in the EYFS curriculum guidance.

These underpin the curriculum planning for children aged three to five. This learning forms the foundations for later work in design and technology. 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. We provide a range of cross curricular experiences that encourage exploration, observation, problem solving, critical thinking and discussion.

These activities, indoors and outdoors, attract the children's interest and curiosity.
Contribution of D&T to the teaching of other subjects

Literacy

Design and technology contributes to the teaching of Literacy in our school by;

- providing opportunities to reinforce what the children have been doing during their Literacy lessons.

- The planning, making and evaluation of products requires children to articulate or write down their ideas and to compare and contrast their views with those of other people.
- Through discussion children learn to justify their own views and clarify their design ideas.

ICT

We use ICT to support design and technology teaching when appropriate.

- Children can use software to enhance their skills in designing and making, and use draw and paint programs to model ideas.
- They can use databases to explore a range of information sources.
- The children may also use ICT to collect information and to present their designs.

PSHE

Design and technology contributes to the teaching of personal, social and health education.

We encourage the children to;

- develop a sense of responsibility in following safe procedures when making things.
- They also learn about health and healthy diets.
- Their work encourages them to be responsible
- to set targets to meet deadlines,
- and they also learn through their understanding of personal hygiene, how to prevent disease from spreading when working with food.

Spiritual, moral, social and cultural development

The teaching of design and technology offers opportunities to support the social development of our children through;

- the way we expect them to work with each other in lessons.
- Our groupings allow children to work together, and give them the chance to discuss their ideas and feelings about their own work and the work of others.
- Through their collaborative and co-operative work across a range of activities and experiences in design and technology, the children develop respect for the abilities of other children and a better understanding of themselves.
- They also develop a respect for the environment, for their own health and safety and for that of others.
- They develop their cultural awareness and understanding, and they learn to appreciate the value of differences and similarities.
- A variety of experiences teaches them to appreciate that all people are equally important, and that the needs of individuals are not the same as the needs of groups.

Assessment recording and reporting

Teachers assess children's work in design and technology by making assessments as they observe them working during lessons. They record the progress that children make by assessing the children's work against the learning objectives for their lessons. At the end of a unit of work, teachers record children's attainment.

Teachers then use the levels that they record to plan the future work of each child and to make an annual assessment of progress for each child, as part of the annual report to parents. Each teacher passes this information on to the next teacher at the end of each year.

Resources

Each class has a range of resources to support the teaching of their design and technology units. More specialised equipment is available in centralised store areas. Staff should request / purchase resources as they need them.

Health and safety

We recognise that all teachers must plan safe activities for D.T. and actively raise children's awareness of hazards and risks when working with living things, materials and equipment, and take action to control those risks.

- The general teaching requirement for health and safety applies in this subject.
- Risk Assessments should be completed / reviewed / updated as necessary.
- We teach children how to follow proper procedures for food safety and hygiene.