Priory Infant School
Ramsgate

Policy for Design and Technology

Rationale

Design and technology is an essentially practical activity, concerned with developing children's ability to operate creatively, effectively and confidently in the made world. Through designing and making children tackle a wide variety of issues, drawing upon a broad base of knowledge skills and values. Design and technology recognizes the importance of ' knowing how ' as well as 'knowing that'.

Aims & Objectives

To help children develop capability in the skills, processes, knowledge and understanding involved in designing and making we:

- provide opportunities for pupils to combine designing and making skills with knowledge and understanding in order to design and make products
- teach a repertoire of specific skills, useful for designing and making
- encourage pupils to study existing products in order to develop design and technological skills
- teach children to apply skills and knowledge (especially of science and maths) to a practical situation

To help children develop a critical awareness about the man made world and the recognition that pupils can bring about change we:

- provide opportunities for pupils to investigate ,disassemble and evaluate products in order to learn how they function and to develop an understanding of quality
- teach children how designers work to meet people's needs and values
- provide opportunities for pupils to design and make products in response to needs and opportunities.
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To help children develop a sense of enjoyment and pride in their ability to design and make we:

- celebrate the value of designing and making activity, evaluating their own, each others' and other people's work, past and present
- display pupils' work and work of other designers
- give children opportunities to reflect upon their work and evaluate their own work and that of others in a constructive way

To help children develop a range of skills related to decision-making and management we:

- provide opportunities for children to work independently and in teams
- help children to work within constraints, e.g. time, materials, space, equipment
- teach children specific skills and knowledge of how to use tools and materials
- expect children to take appropriate responsibility for their working environment and resources.

Principles of teaching and learning

Differentiation and SEN

Design technology will engage the children in a broad range of activities which involve a variety of methods of communication, e.g. speaking, designing, drawing, assembling, making, writing and using ICT. These activities will be differentiated through careful planning and the selection of resources which are appropriate for different ages and abilities.

Breadth and balance

We will ensure that we have a clear idea of the skills, knowledge and understanding to be taught in each unit of work.
Units of work will be selected and planned to ensure a balance of materials, skills, knowledge and understanding throughout the key stage.
Units of work will be planned to include designing and making assignments supported by focused practical tasks and work involving existing products.

Relevance

We live in an environment which has been designed and made and is constantly changing. It is therefore important for children to develop an understanding of the made world through first hand experience.
Design technology can be made relevant by using interesting contexts for pupils' design and technology activities. Where possible, pupils design and make products responding to real needs and opportunities, (e.g. the need for sun glasses) or to those they can relate to e.g. using a story as a starting point.

Cross-curricular skills and links

Design and technology draws upon and develops skills, knowledge and understanding from across the curriculum. Appropriate links can be made with other areas but we need to take care that activities lead to mutual enrichment rather than mutual distortion.

Design technology can make a major contribution to cross curricular elements in the development of key concepts, skills, values and attitudes. There are particularly strong links with the following cross-curricular themes:
ICT, literacy, numeracy, arts, physical development, and personal and social development.

Appropriate Early Years experience for children in the Foundation Stage will be planned to develop areas of learning related to design technology through Knowledge and Understanding, using materials and tools to make things happen, and developing language skills and fine motor skills.
Where possible opportunities to apply design problems to real world situations will be sought.

Equal opportunities
All activities will be taught to stretch the able and support the less able.
Boys and girls must be given equal opportunity to access all materials areas and processes.
Physically disabled children should be supported with teaching and learning aids and extra adult support.
Teachers must be sensitive to design problems linked to ethnicity and religion. A wide range of cultural images and contexts should be used in design problems where appropriate.

Health, safety and hygiene
It is important that pupils are taught essential life skills to enable them to participate confidently and safely in designing and making in society. Teachers have a duty to introduce pupils to a wide variety of production processes and the correct use of tools for the task.
When designing pupils must be made aware of the health and safety issues and how to operate in a safe and hygienic manner especially during cooking or food preparation.

Assessment, recording and reporting
Children will receive ongoing teacher assessment and opportunities for assessment will be planned for. At the end of each year teachers will make a judgement about the child's attainment compared to the expected standard for their age and stage.
Photographic evidence will frequently be used as a record of processes in design as well as finished products.

Resourcing
Funding for design and technology will be within the school budget plan for each financial year.
A central design and technology budget will cover the purchase of tools, construction kits, consumable materials, books and other resource materials.
Equipment and materials are organized in a central store. This area is maintained by the subject manager .

Review
The effectiveness of the design technology curriculum will be evaluated in discussions during staff meetings. Resources, teaching methods and needs should be identified and priorities for in service support should be established. The evaluation will form the basis for an action plan which will inform the School Improvement Plan.

Tracey Jones

Review date 2018