



Our Lady of Lourdes Catholic Primary School DESIGN TECHNOLOGY POLICY

'Tell me and I forget-Show me and I may remember-Let me do it and I learn.'

Rationale

At Our Lady of Lourdes Catholic Primary School children learn to produce practical solutions to real problems. Children develop technical understanding and making skills, learn about design methods and investigate their environment and the materials around them.

The document reflects the school values and philosophy in relation to the teaching and learning of Art, Craft & Design. It sets out a framework within which both teaching and non-teaching staff can operate and gives guidance on planning, teaching and assessment.

The policy should be read in conjunction with the Scheme of Work, which can be used as a springboard to develop the individual teachers' ideas in a personal way, knowing they are within the school's guidelines. This should enable teachers to design a programme of activities, which is responsive to their own, and children's skills and needs in D and T at that particular time.

Aims

- engage the interests of all children and help sustain their motivation and enjoyment of learning
- maintain and develop the confidence and ability of all children to solve technological problems
- help develop the social skills necessary to work as a member of a team, as well as the ability to work independently when the situation demands
- develop skills by focusing on the three key elements of Materials, Mechanisms and Safety by incorporating
 1. focused practical tasks
 2. product evaluation and investigation (We want children to develop awareness of the nature and application of technological products and how to evaluate fitness for purpose.)
 3. processes of designing and making (We want children to be involved in purposeful design and make activities which result in the development of products.)
- stimulate curiosity, imagination and creativity
- promote the ability to communicate ideas and information through a variety of media
- develop an appreciation of the importance of quality



- develop the ability to identify safety hazards and risks and take appropriate action
- provide the opportunity to design for, and consider the needs of, other people

Methods of organising Learning and Teaching

The children undertake design and technology activities three times a year, but not necessarily as a weekly lesson. Sometimes a whole day or two days are devoted to Design and Technology which could be part of a cross-curricula week. Design and Technology lessons involve a combination of whole class, group and individual teaching. The learning opportunities can be divided into three main areas.

1. Investigative, disassembly and evaluative activities (IDEAs)

These activities provide opportunities for the children to explore existing products and to gain skills, knowledge and understanding which can be applied in a design and make assignment.

2. Focused practical tasks (FPTs)

Focused practical tasks provide opportunities to learn and practice particular skills and knowledge.

3. Design and make assignments (DMAs)

A design and make assignment provides an opportunity for the children to combine their skills, knowledge and understanding to develop products that meet a real need. (In general DMAs in Key Stage One will tend to be shorter in duration and, as children move towards the end of Key Stage Two, their designing and making will become more complex and therefore more time consuming.)

The children undertake three (3) DMAs per academic year.

We use the QCA units of work as a basis for planning.

Cross Curricular Links

Design and Technology skills, knowledge and understanding have an impact within many subjects of the primary curriculum and opportunities will be sought to capitalise on these.

This will allow children to begin to use and apply D & T skills and knowledge in real contexts.

Information and Communication Technology

ICT will be used in various ways to support teaching and motivate children's learning.

ICT includes use of computers and audio-visual aids. They will however only be used when it is the most efficient and effective way of meeting the lesson objectives. During Upper Key Stage 2, children will explore control technology through their ICT work.

Management and Administration

The Design and Technology Coordinator will:



- monitor Design and Technology within the school e.g. through curriculum walks
- keep up to date with new developments and inform staff
- encourage other members of staff in their Design and Technology teaching and give support where appropriate
- ensure that Design and Technology resources are available and appropriate to the needs of the staff
- ensure that Design and Technology keeps an appropriate profile within the school, through displays
- keep a portfolio for Design and Technology that will include photographs of pupils at work, curriculum walk reports, examples of planning and examples of pupils' work
- audit resources regularly and take overall responsibility for equipment and resources

The Class Teacher or person responsible for D & T in the class will:

- be responsible for the planning and teaching of Design and Technology as set out in this policy

Assessment

Assessments in Design and Technology are based on teacher observations and made at the end of each unit. The end of unit expectations provide broad descriptions of achievement within each unit for teachers to decide where a child's progress differs markedly from that of the rest of the class. Their experiences and progress will be documented in their written annual report. Children are encouraged, from Year 1, to evaluate their own work and describe what they might change if they were to revisit the activity.

Health and Safety

- Children should be given suitable instruction on the operation of all equipment before being allowed to work with it.
- Children should be strictly supervised in their use of equipment at all times.
- Children should be taught to respect the equipment they are using and to keep it stored safely while not in use.
- Children should be taught to recognise and consider hazards and risks and to take action to control these risks, having followed simple instructions.

Food Hygiene

- Pupils and staff will take care to undertake appropriate hand washing and other hygiene related activities prior to preparing food.
- Pupils and staff working with food must wear aprons designated for cooking.
- Painting equipment must not be washed up.
- All jewellery should be removed and hair tied back.



Glue Guns

- Low temperature glue guns should only be used by an adult in Key Stage One and The Foundation Stage unless there is one-to-one supervision for a pupil.
- Key Stage Two children should use low temperature glue guns under supervision in a designated work area, wearing safety goggles.

Craft Knives

- Craft knives, quick cutters and rotary cutters should only be used by an adult/teacher in Key Stage One and the Foundation Stage.
- Key Stage Two children may use cutting equipment under supervision, using a cutting mat and wearing safety goggles.

Sawing

- Bench hooks and clamps must be used when sawing any material.
- Safety goggles must be worn and any loose items of clothing/hair must be tucked in.

Reviewed: July 2008

Signed:

Review date: July 2011