

Design and Technology Policy January 2017

This document outlines the policy of Crowmarsh Gifford School with regards to the teaching of Design and Technology to its pupils.

Policy Statement

Our policy is to:

- increase pupils Design and Technology skills, knowledge and understanding;
- provide tasks that are set within contexts that give meaning;
- provide a wide range of materials for making objects;
- provide a range of tools to work with various materials;
- provide models of how things work or are made;
- plan for progression so pupils can build up skills, knowledge and understanding;
- enable pupils to plan, make and evaluate set units of work;
- gain awareness of links between Design and Technology and other curriculum subjects;
- help pupils to become effective designers; and,
- foster pupils enjoyment of Design and Technology

Aims

We will give children the opportunity to develop:

- their designing and making skills,
- knowledge and understanding,
- capacity to create high quality products through combining their design and making skills with knowledge and understanding, and
- an understanding of technological processes, products, their manufacture, and their contribution to society.

Teaching and Learning

There are two attainment targets:

- Designing
- Making

These provide pupils with the opportunity to put their capability to work to develop products that meet real needs and wants. Assignments require the pupils to draw on their designing and making skills, together with their knowledge and understanding, in a meaningful context.

Attitudes

Through Design and Technology we endeavour to foster the following qualities:

Curiosity	Co-operation
Self discipline	Independence
Communicating ideas	Sensitivity to others
Equality	Perseverance
Adaptability	Open-mindedness

Equal Opportunities

All children have equal opportunities within Design and Technology.

Progression

In the early stages children generate and develop ideas through talking about what their design has to do, handling materials and, where appropriate, drawing. As children progress they will become more involved in finding out information and start to combine and shape materials to create products to meet intentions. As they progress further, they will increase their knowledge, skills and understanding, moving from familiar to unfamiliar concepts, and become increasingly competent at matching how they work with the materials and the task.

Information and Communication Technology

Information and Communication Technology is available to help children's learning in design and technology by:

- enhancing skills in designing and making,
- presenting designs using draw and paint program,
- providing a range of information sources and
- collecting and presenting information.

Records and Assessment

The work the children do serves as a record for classes working on each unit. Photographs are taken and stored as evidence of achievement. Assessment of children's development is made by teacher assessment through observations and discussions with the pupil.

Safety

Children are taught rules of safety prior to undertaking design and making activities. All members of teaching staff have a copy of 'Be Safe', safety guidelines (ASE) referred. (Kept in Star Science box.)

Monitoring

The design and technology curriculum is monitored by the design and technology co-ordinator through the following:

- discussion with teachers and pupils,
- looking at children's work,
- looking at planning and

Resources

We provide a wide range of materials, resources, tools and equipment for use in designing and making assignments. These are stored in the cupboard in the key Stage one corridor, in labelled blue boxes.

See additional list of resources and equipment.

M.K.Nixon

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