

# Ashmole Primary School



## Design and Technology Policy

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## **Design and Technology Policy**

Design and technology prepares pupils to participate in tomorrow's rapidly changing technologies. They combine an understanding of aesthetics, social and environmental issues with function and industrial practices. As they do so, they reflect on and evaluate past and present design and technology, its uses and effects.

Ashmole School takes into consideration the following articles (from The United Nations Convention on the Right of the Child) in respect of children's rights through our teaching of music:

- Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full.
- Article 31 (leisure, play and culture) Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

### **The aims of Design and Technology:**

- To appreciate design and technology within their own environment.
- To understand that products are designed with particular purposes in mind.
- To enable all pupils to gain focused experiences of materials, structures, mechanisms, food and textiles in KS1 and additionally electrical control in KS2.
- To develop an understanding of the processes used in designing and making.
- To be aware of safety and hygiene practices and the correct use of tools and equipment.
- To explore cultural values and attitude and to incorporate these into their designs.
- To appreciate that different cultures throughout the world have alternative design problems and solutions and to value these alternatives and cultural values.
- To develop an ability to evaluate their own ideas and products and those of others.
- To develop skills in ICT and apply these to computer aided design and manufacture.

### **All pupils should:**

1. Be given access to the knowledge, skills and experiences in design and technology in spite of their attainment, gender, culture and linguistic abilities. Their emotional, social, physical, motivational and special needs should not prevent them from taking part.
2. Take part in a range of activities that will allow them to experience a wide range of tools and techniques and should be taught to use tools and equipment safely and correctly.
3. Be given the opportunity to develop independence in their own work and co-operate by working in pairs and small groups.
4. Be given the opportunity to investigate design and technology in the world around them. They should be presented with positive images of design and technology from around the world.
5. Be encouraged to apply scientific principles within their design and technology work.
6. Incorporate design and technology into other areas of the curriculum.
7. Discuss and evaluate their work and develop a greater vocabulary of technological terms.

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8. Be given opportunities to evaluate their products in a public forum e.g. a design and technology day or assembly.

### **Inclusion**

All pupils in the school including the Speech and Language Centre will be given access to all resources. Provision will be made for small group work with pupils supported by Teaching Assistants.

### **Planning**

Teaching and Learning of D&T follows the National Curriculum. Our D&T curriculum is skills based with the skills covered taken from the National Curriculum. D&T is taught in a cross-curricular way where possible with one topic of work taught each term

### **ICT and control technology**

There are several websites, the sketch up drawing program COCO control programs available. ICT can be used to design patterns and to search for ideas.

### **Recording Pupils' Work**

Teachers should include their planning in the portfolios, including an evaluation of the work. They should assess the levels that the pupils have attained and include these in the portfolios. Each pupil will be given an evaluation sheet to be completed at the end of each topic. The finished designs can be photographed and diagrams and pictures drawn by the pupils.

### **The DT experiences for the pupils have three main features.**

- IDEAs (Investigative, Disassembly and Evaluative Activities) The ideal classroom organisation is that the pupils should be arranged in groups and group work strategies employed.
- FPTs (Focused Practical Tasks) These sessions require the teaching of skills and should have rotating groups over several lessons.
- DMA (Design and Make Assignment) These sessions will require significant adult input and adult use only tools, and should involve rotating groups over several lessons.

### **Health, Safety and Food Hygiene**

- The health and safety of pupils is the responsibility of the class teacher. All activities should be carried out in accordance with the Ashmole School Health and Safety Policy.
- In addition pupils must be taught the safe use of equipment and tools and to understand that their actions can affect others. Staff should insist on good practice.
- We aim to enable pupils to experience a variety of foods from around the world and to explore a variety of cooking techniques.
- Food safety procedures will be followed when preparing for food activities.
- Protective clothing should be worn by pupils during cooking and woodwork activities.

### **Monitoring**

Pupil's work is monitored by the teacher through speaking and listening activities group discussion, simple presentations and children's evaluations. The subject leader or other senior staff monitor work on an annual basis to ensure quality of practice, share best practice and provide an opportunity for moderation of pupil outcomes.

**This policy is monitored by the governing body and will be reviewed every two years, or before if necessary.**