

St Luke's C of E Primary School Design and Technology Policy

Our philosophy

Every learner is entitled to a curriculum that is varied, challenging and inspiring, enabling each individual to reach his/her potential. We believe Design and Technology encourages pupils to learn to think and work creatively in order to solve problems both as individuals and as members of a team. It is an excellent tool for developing personal qualities and attitudes for later life, including: flexibility, imagination, perseverance, independence and creativity. We encourage children to reflect on the use and effectiveness of Design Technology around them and become innovators in shaping the future.

Aims and concepts

At St Luke's we aim to:

- Encourage a positive attitude to learning and using DT across the curriculum.
- Build confidence and competence in the relevant DT skills.
- Develop creativity, exploration and self expression.
- Ensure every child has equal opportunities to access a high standard of progressive and inspiring DT lessons, irrespective of gender, ethnic background, age or disability.
- Increase understanding of DT through practical and investigative tasks.
- Develop children's target setting and evaluative skills, by viewing mistakes positively and using them as vehicles to progress learning.

Core Skills

- To develop pupils' designing and making skills,
- To teach pupils the knowledge and understanding (within each child's ability) that will be required to complete the making of their product,
- To teach pupils the safe and effective use of a range of tools, materials and components,
- To develop pupils' understanding of the ways in which people have designed products in the past and present to meet their needs,
- To develop pupils' imaginative thinking and enable them to talk about what they like or dislike when designing and making
- To develop pupils' understanding of technological processes, their management and their contribution to society.
- To explore attitudes towards the man made world, how we live and work in it and how we will live and work in it in the future

For a complete list of the skills to be learnt at each stage and related objectives, please refer to Chris Quigley's creative curriculum guidance.

Teaching and Learning strategies

Design Technology skills may be taught as discrete lessons but where possible will be integrated into the whole school theme for the term. Cross-curricular theme planning at the start of a block should reflect the opportunities for DT development and refer to Chris Quigley's skills progression. At each age phase, time should be provided to review and improve on skills, including safe handling and practise of tools, before whole projects are undertaken.

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 or 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.

We achieve differentiation 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 where necessary, and setting different tasks for each group
- providing a range of challenges through the provision of different resources
- using additional adults to support the work of individual children or small groups

Food education

As an Advanced Healthy School, hygiene and health are top priorities and children are aware of this.

Children in foundation stage have a regular focus on food education through 'snack time'. Here they learn essential skills such as how to hold cutlery, prepare simple foods, show manners when eating and be hygienic by washing hands and wearing aprons. Children in Key Stage 1 and 2 should have opportunities to meet the food skills at least every 1-2 years.

Children from Key Stage 1 and Key Stage 2 are offered the opportunity to attend cookery club on a rota basis.

Health and Safety

- At all times, the teacher should consciously question and check the safety of the activity and any tools to be used. Classroom organisation and spacing are a significant issue.
- All tools should be used under adult supervision. Children are to be informed of health and safety guidelines and encouraged to look out for and report potential hazards whilst they are working.
- Children are not to use the school glue guns as they become extremely hot. Children in Years 5 and 6 may use the 'low-temp' glue guns under adult supervision. Teachers to check with DT coordinator if they are unsure or access current advise (<http://www.e-qfl.org/e-qfl/custom/resourcesftp/clientftp/teacher/design/dthands/index.htm> is a good place to start)
- Phase leaders have been provided with large craft knives for their triplet. They are to be stored safely and kept well out of the reach of children.
- When handling food, all preparation and cooking areas must be cleaned with antibacterial spray, available from the Site Manager. Children and adults should wear aprons, wash hands and tie long hair back.

Care of equipment

Most resources are stored in the Design Technology area or the stock room. Teachers have a responsibility to collect all the equipment needed prior to lessons and return to the correct position in a neat organised fashion, ready for the next class.

Children are to be encouraged to treat tools and materials with respect during the lesson and tidy away neatly. When using electrical equipment, care must be taken to position wires away from walking or wet areas.

Role of the DT coordinator

- To produce and update the DT policy.
- To produce the DT action plan with realistic targets.
- To provide advice to other teachers and support staff regarding planning, resources and assessment.
- To order and distribute specific DT resources as required to support the curriculum.
- To monitor the standard of DT teaching in the school.

Cross curricular and extra curricular links

DT opportunities are often available through Mantle of the Expert teaching. Classrooms can be a designers' studio / a factory/ an advertising agency, etc. All promote creative thinking skills, questioning and problem solving. Finished artefacts are often a by product of Mantle work.

Children may have the opportunity to make and wear costumes for whole school events, such as Christmas and End of Year productions, school carnivals or festivals.