



## Design and Technology Policy

### VISION

At Holy Trinity we welcome you to an exciting world of learning, discovery and friendship. We are passionate about nurturing every child, helping them to find and develop their own talents and be the best that they possibly can. Children will learn within a Christian community, surrounded by support, kindness, respect and fun; and will leave with fantastic memories to cherish forever.

### Children's Voice:

"Art and DT help you to bring out your creativity. They are fun and different, they are great for developing hand on skills too."

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# **Design and Technology Policy**

## **The nature of design and technology**

Through Design and Technology (DT) our children will make proposals to satisfy needs and respond to opportunities. Learning through DT activities is consistent with good primary practice. At Holy Trinity School we will endeavour to provide our children with direct experience of the use of knowledge, concepts and skills.

## **Aims of education through design and technology**

At Holy Trinity School we as teachers aim to:

- develop children's skills, knowledge and understanding – practical, design, communication and organisation;
- use active learning methods, which are relevant to the children's needs;
- to enable children to have experience (in a wide range of materials) of using construction materials and components, graphic media, textiles and food;
- to enable children to use equipment appropriate to their age and capability;
- to develop children's technical vocabulary and the use of appropriate language;
- to develop children's confidence through providing opportunities for success, and developing their understanding of the evaluation process;
- to use industry and business links for learning with a real world stimulus;
- to provide opportunities for individual and group development through co-operation and teamwork;
- to develop critical skills in evaluation through making improvements, analysing, strengths, design;
- to provide opportunities for individual response by the encouragement of creativity;
- to develop aesthetic appreciation through the consideration of function, appearance, quality and finish;
- to develop values, the school as a community, an appreciation of children's own and others work, care for the environment, the avoidance of waste, a realisation of costs, the use of time, and the needs of others.

## **Learning objectives in design and technology**

Pupils should be taught to;

- use communication skills such as drawing, speaking and listening, and modelling;
- use practical skills in making with a variety of materials;
- develop knowledge of technology and design methods;
- become increasingly independent in learning by using the design process;
- record decisions and methods of working;
- work individually and in groups;
- communicate and share ideas;
- gather ideas from observation, information media and other people;
- make good quality products;
- investigate and disassemble existing products and applications;
- handle tools and materials safely;
- review and modify designs to make improvements.

## **The role of the teacher**

The teacher should:

- use an appropriate range of mediums;
- question children's design decisions and encourage curiosity;
- respond to children's work;
- organise group and individual work patterns;
- provide and allocate resources;
- select directed or open-ended tasks appropriate to the project;
- set tasks to develop skills and knowledge in a variety of media;
- assess and report on children's progress;
- work with other members of staff to ensure progression and continuity.

## **Resources**

A wide range of resources is essential to the success of children's learning through DT. Resources should support the scheme of work and be appropriate to the age and capability of the children.

Management of resources will include:

- the location to materials and equipment;
- suitable storage of children's work;
- the provision, replacement and repair of tools and equipment;
- organising an appropriate working environment;
- the appropriate use of expertise from other staff, parents, classroom assistants and other adults;
- planning for future needs.

Staff should ensure that when parents and other adults are involved in assisting with projects in DT that they are aware of the teaching and learning aims of the project and any health and safety implications. For example, helpers with food technology need to know how the experiences contribute to DT capability.

## **Equal opportunities and multicultural education**

The following factors will be considered when planning or carrying out DT activities at Holy Trinity School:

- are there ranges of activities, both reflective and active, to extend the children's abilities?
- is there access to materials for able-bodied and disabled children?
- are children encouraged to contribute their own ideas?
- are children encouraged to help each other?
- do the curriculum materials challenge gender stereotypes?
- are the children encouraged to value other cultures, beliefs, attitudes?
- is there an awareness of the children's previous experience and progression?
- is differentiation by both task and outcome?
- do curriculum materials support learning?

### **Special educational needs**

The following factors will be considered when planning or carrying out DT activities at Holy Trinity School:

- is there appropriate learning support for specific needs (for example, left-handed, colour blindness, sight or hearing difficulties)?
- are the curriculum and its activities accessible by all abilities?
- do support staff understand the teacher's approach to work?
- are expectations appropriate?
- is success recognised?
- are resources appropriate for the task?

### **Progression, continuity and record-keeping**

Parents are informed of their child's progress as part of the end of year report.

### **Assessment**

The purposes of assessment in DT are:

- to ensure progression
- to ensure that the needs of the child are being met
- to assist teachers in planning new tasks
- to inform parents of standards of achievement in DT
- ensure planning is reflected in projects undertaken.

A range of assessment techniques will be used at Holy Trinity School. (Observation, testing, marking work, interviews, etc). Children's practical work will be assessed in conjunction with any written, graphic or verbal evidence of design skills. This will be done at the end of each project or topic.

The National Curriculum statements of attainment will be used to assess the capability at the end of each year and Key stage and will be subject to agreement by the teachers involved. Reporting to parents will be on the school's standard annual report form. Parents will potentially be able to view their child's work during school exhibitions such as ARTHouse.

### **Health and safety**

At Holy Trinity School children will be taught the appropriate safe practice when using tools and practical equipment. Both pupils and staff would be made aware of risks and how to make an assessment of them in relation to the activity taking place in their classroom. Some processes and the use of some tools will always require direct and qualified adult supervision.

Classrooms will be organised to encourage safe working procedures. Tools and equipment will be stored centrally and safely in appropriate storage space. They will be maintained regularly and replaced when required.

Hygienic practices will be followed when handling food.

### **Evaluation of design and technology policy and practice**

In order to evaluate and monitor the effective teaching of DT at Holy Trinity School we will:

- review the effectiveness of DT activities when they have been completed;
- a curriculum review will evaluate opportunities for DT activities in topics across the curriculum;
- the co-ordinator for DT will inform staff of curriculum developments and INSET opportunities;
- the DT policy and schemes of work for DT will be subject to three yearly reviews with reference to the school development plan.