

## Goonhavern Primary School



**Nurture the seed and together we will grow**

### **DESIGN TECHNOLOGY POLICY**

#### **Rationale**

Design and Technology is a practical subject which can provide opportunities for pupils to make sense of appliances and processes in their environment, primarily through first hand experience.

Design and Technology can provide opportunities for work in other curriculum areas through the use of problem solving methods across its activities. For example:

- Mathematical skills may be used for calculating the dimensions and shape of packaging;
- Scientific skills may be required for testing the strengths of different materials;
- Artistic skills may be employed to make the product from a design;
- Literacy skills may be utilised to follow instructions.

It also provides opportunities for the incorporation of PSHE/Citizenship and Geography through the investigation of use of technology in other countries, recycling, sustainable resources, use of natural power sources.

Consideration will also be given to the role and development of technology in the past through history topics.

Food is a great opportunity to link to languages, geography (local foods and farming methods), history (historical recipes and their relevance to today), maths (measuring).

#### **Purposes**

The delivery of Design and Technology is based on the statutory entitlement laid down in the National Curriculum. The Programmes of Study set out what is to be taught and include opportunities for:

- developing, planning and communicating ideas (Design)
- working with tools, equipment, materials and products (Make)
- evaluating processes and products (Evaluate)
- knowledge and understanding of materials and components (Technical Knowledge)
- widening the breadth of study

We recognise that Design and Technology can be an effective motivational tool for children of all ability levels. It can help promote children's:

- self-esteem through the production of quality outcomes.
- perseverance in their approach to work
- independence by enabling them to take greater responsibility for their learning

### **Broad guidelines**

1. The Design and Technology curriculum will be delivered mainly through topics particularly associated with current class work, at the discretion of the class teacher. The stipulation is that over each key stage there will be a balance of projects concerned with textiles, food technology and resistant materials. Please note that 'Cooking and Nutrition' now forms a stator part of the curriculum for both Key Stage 1 and 2.
2. Pupils will be given opportunities to work within groups and on an individual basis to produce designs;
3. Pupils will be given the opportunity to evaluate their designs and identify strengths and weaknesses in a positive way.
4. Pupils will, where appropriate and possible, be given opportunities to attend educational visits to places which will give them insight into how the design process applies in real life situations.
5. Pupils will be given opportunities to develop and apply their I.C.T. capability in the context of their study of Design and Technology, including for example, control technology, communications, etc.

### **It is the responsibility of staff:**

1. To plan and deliver the Design and Technology National Curriculum following the guidelines contained in this document.
2. To ensure that the entire range of skills detailed in the National Curriculum are taught.
3. To look after shared resources when used and to return them safely to the resource cupboard.
4. To ensure that pupils are taught the safe procedures and practices for use of tools and equipment.
5. To ensure that they are confident and adequately skilled in the safe use of the equipment.

### **It is the responsibility of the D.T. Coordinator to:**

1. Monitor the Design and Technology Curriculum and to update the school's policy in accordance with national guidelines and curriculum statements.

2. To review the provision and coverage of DT on an annual basis, in cooperation with the teachers. This review will inform any necessary changes.
3. To support teachers in delivering the curriculum and arrange staff development and INSET training where appropriate. Where possible time will be made available to allow the coordinator opportunities to visit other classes, enabling monitoring and support to take place more effectively.

## **Assessment**

The Key Skills document will provide the basis for making judgments about pupils' performance at the end of the Key Stages. Children should be working at the expected level for these skills with some children exceeding them.

## **Resources**

Materials and equipment are kept centrally in the resource cupboard. The coordinator will be responsible for the ordering and management of the equipment and materials. Staff will sign out equipment that they take from the cupboard and inform the coordinator when materials are required for a project or need to be reordered.

An annual audit of resources will be made by the coordinator to ensure the safety of the tools.

## **Glue guns**

The glue guns used in school are Bostik craft cool melt glue guns. Before using them all staff must be familiar with the following information which can be located in the policies section of the shared area (z drive)

- Bostik all purpose glue sticks safety data sheet
- Bostik craft glue sticks product data
- Risk assessment for the use of glue guns in school

The last time this documentation was reviewed by the DT coordinator was 17<sup>th</sup> September 2014.

## **Health and Safety**

The teacher will be responsible for the health and safety of themselves, classroom assistants and pupils within their class.

Pupils will be taught to:

1. collect and return tools and equipment safely;
2. follow clear instructions;
3. only move around the room when necessary;
4. wear safety equipment whenever necessary.

To ensure the safe use of tools and equipment, it is important that teachers are confident when using them, so that they can correctly demonstrate their use. All pupils should be clear on the intended use of the tools.

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