



Toll Bar Primary School

Design & Technology Policy

January 2013

Rationale

Design and Technology prepares pupils to participate in tomorrow's rapidly changing technologies. They learn to think and intervene creatively to improve quality of life. The subject calls for pupils to become autonomous and creative problem solvers, as individuals and members of a team. They must look for needs, wants and opportunities and respond to them by developing a range of ideas and making products and systems. They combine practical skills with an understanding of aesthetics, social and environmental issues, function and industrial practices. As they do so, they reflect on and evaluate present and past design and technology, its uses and effects. Through Design and Technology, all pupils can become discriminating and informed users of products, and become innovators.
(National Curriculum 2000)

Entitlement

All children at Toll Bar Primary School will have access to Design and Technology at an appropriate level regardless of age, gender, race, religious beliefs, ability or disability except in the interests of Health and Safety.
We believe that it is important for all children to experience the range of Design & Technology activities and we plan and provide opportunities within the Topics to extend and support children. All children are encouraged and supported to develop design and technological capability through a range of materials.

Principles

Design and Technology describes a way of working in which pupils investigate a need or respond to an opportunity to make or modify something. They use their knowledge and understanding to devise a method or solution, realise it practically and evaluate the end product and decisions made during the process. Design and Technology draws on knowledge and skills from many other subjects, in particular it is closely associated with Maths, Science, Art and Design, to which it also contributes.

Children learn best when learning activities are well planned, ensuring progress in the short, medium and long term.

TEACHERS WILL ENSURE THAT:

Design and Technology learning is covered in its full entirety - each topic containing at least one opportunity being planned including opportunities for children to Investigate, Design, Make, Review and Evaluate. Where possible we make links to the topics and teach using a cross-curricular approach so technology skills may also be taught discretely as well as directly.

IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

- there is a Skills Continuum in place that ensures continuity and progression
- there is a Topic based curriculum in place which is broad and balanced
- a monitoring cycle is in place to support the progress of individuals and groups of Learners through planning scrutiny, and DMA topic days relating specifically to skills in D&T.

Aims

The staff and Governors of Toll Bar Primary School believe that Design and Technology is an essential component of the curriculum because it aims to develop and foster:

- The ability to work independently and as a member of a team;
- The understanding that the evaluation of a product offers new opportunities for improvement and therefore technological development rarely ends;
- Creativity in designing and making;
- Development of a range of skills whilst working with a variety of materials;
- An awareness of the importance of economy whilst designing and making products;
- The generation and development of ideas in the designing and making which take into account people's needs and wants;
- The development of pupils' lively and enquiring minds, and the ability to ask questions, solve problems, argue rationally and apply themselves to tasks;
- The development of knowledge, skills, capability and awareness to operate in the technological world in which we all live;
- Promotion of health and safety through safe and effective use of tools and equipment;

Design and Technology skills to be taught and developed:

- Basic knowledge of:
 - Materials, natural and man-made;
 - Forms and sources of energy;
 - Sensing and control systems;
- Design, including planning, project organisation, aesthetics, presentation and communication;

- The skills of:
 - Exploring and investigating;
 - Imagining and speculating;
 - Organisation and planning;
 - Making
 - Communicating and presenting;
 - Appraising.
- Competence in:
 - The use of instruments, equipment and systems;
 - The application of instruments, equipment and systems;
 - The use of materials and manufacturing processes;
- Awareness of:
 - The relevance of studies to real-life situations and issues;
 - The impact of technology in the past, present and future;
 - Actual and potential conflicts of interest in relation to personal, social, moral, economic and environmental issues;
 - Social, aesthetic and personal values.

Assessment

Planning is monitored by the Senior Leadership team in terms of balance and continuity across Key Stages and Year groups in light of mixed age classes.

It is also monitored by the D&T subject leader ensuring skills are progressing year on year and suggestions are made regarding activities and influence from outside agencies to support the children's learning. The school welcomes artists and visitors to share their skills and this is recorded in photographic evidence and through artefacts which are permanently on display as evidence of the children's work.

Reporting to Parents

Progress and achievements are reported to parents in the Summer Term of each school year through an end of year school report and through bi-annual meetings with Parents.

Monitoring

The D&T subject leader monitors the delivery and also the learning within the subject and where appropriate plans CPD for staff in order for them to develop their own skills. There is also an annual Action Plan which prioritises resource requirements and reflects developments both National and local within the D&T curriculum.

Written: January 2013

To be reviewed

