WINTON PRIMARY SCHOOL

DESIGN & TECHNOLOGY POLICY

Winton Primary School

Design and Technology
Draft Policy

The policy outlines the purpose, nature and management of design and technology taught and learned at Winton Primary School. It was developed during the Spring Term 1998 through a process of consultation with teaching staff. The implementation of the policy is the responsibility of all teaching staff.

Design and Technology is the combination of two main areas:

a) Design and Making Skills
b) Knowledge and understanding

Although technology is a foundation subject in the National Curriculum, it is cross curricular in character. Elements may come from existing curriculum areas including Mathematics, IT, Science and Art.

The distinctive contribution of technology is that through it children should gain the capability to operate effectively in a technologically changing world and gain greater awareness and understanding of how everyday products and items are designed and made. Throughout their compulsory education, children will become increasingly aware of the technological contribution made to both our culture and quality of life.

AIMS

At WINTON Primary School we aim to provide a broad and varied technology curriculum that enables our children to develop Design and Technology capability to the maximum. We believe that all children should be given opportunities to partake in:

1. Assignments in which they design and make products
2. Focused practical tasks in which a particular skill or knowledge is developed
3. Activities in which they investigate, disassemble and evaluate simple products

OBJECTIVES

We also believe that all children should be given opportunities to:

1. Select appropriate materials, tools, equipment and techniques when making products they have designed.
2. Evaluate the products as these are developed for strengths and weaknesses and plan how to improve them.
3. Have knowledge and understanding of health and safety issues, considering hazards in the working area and risks with particular tools.
4. Use appropriate vocabulary for naming and describing equipment, materials and techniques used.

5. To assess familiar products including the extent to which it fits a need.
6. Work independently.

THE CHILDREN'S TECHNOLOGY EXPERIENCE

TIME ALLOCATION

Design and Technology will be taught for one hour per week at Key Stage 2 and 45 minutes per week in Key Stage 1. Occasionally, a block of activities may be planned for Key Stage 2 children.

THE ACTIVITIES

The children will be taught in their mixed ability classes. Each class teacher will be responsible for the delivery of the units of work allocated for each year group. Each unit of work will always include the three types of activity specified in the Order:

- investigative, disassembly and evaluative activities
- focused, practical tasks
- designing and making assignments

The focused practical tasks will be used to teach the correct use of tools and equipment. The units of work will be planned over a two year cycle to ensure balance and progression.

Progression will also be achieved by placing an ever increasing demand, within a wider range of materials upon children to develop their designing and making skills which draw upon specific knowledge and understanding.

Key Stage 1 children will undertake one unit of work per half term whilst Key Stage 2 children will undertake one unit or work per term.

Intended learning objectives will be identified within the units of work. These will include:

- designing and making a range of products
- a quality finished product appropriate to the age and ability of the child
- sketches
- plan drawings
- paper mock ups
- notes and evaluations

In Key Stage 1, these will be kept in an exercise book whilst Key Stage 2 will develop and make their own Design Folder/Book.

COMMERCIAL SCHEMES

The DATA Planing into Practice material is being adapted and specific units of work have been incorporated into the planning.

EQUAL OPPORTUNITIES

The teachers recognise that it is important for all children to experience the range of design and technology activities and will use the opportunities within the subject to challenge the issues of stereotypes. One way in which this will be undertaken is through the careful allocation of equipment.

SPECIAL NEEDS

At Winton Primary all children will be encouraged and supported to improve their design capability through a range of materials. The school recognises the importance of identifying the specific difficulties that individual children might experience so that appropriate teaching and organisational strategies can be adopted. These may include specially modified design folders or worksheets and working collaboratively. It is also hoped that those children at the other end of the spectrum will be able to have access to the higher order skills through the use of the extension section within the units of work.

EARLY YEARS

Within Early Years, children will have the opportunity to learn simple cutting and joining techniques and explore movement through construction kits including Mobile and Lego.

MONITORING, ASSESSMENT AND RECORD KEEPING

As staff, we use the assessment of our children to plan appropriate activities. Assessment will be incorporated into the units of work and records of each child's making, planning, evaluating and finished results of a unit of work. Examples of work will be collected by the co-ordinator and collected for a school portfolio, demonstrating the different levels of work undertaken by each year group.

The technology curriculum team will begin to meet once each half term to establish, review and evaluate the medium term plans and the units of work.

RESOURCES

A selection of resources are kept centrally in the Year 5 practical area including food resources, tools, equipment and textiles. In addition, within each practical area, there is a technology trolley containing various equipment and resources.

KEY STAGE 1

A limited range of materials and tools will be provided for Key Stage 1 children:

- paper, plasticine, clay, card, re-cycled materials, food, constructional kits, scissors, glue.
- textiles, split pins, other fastenings, art straws, needles, equipment for working with food.

KEY STAGE 2

Children will have access to the above materials and tools and in addition:

- glue gun, sandpaper, thick card, rotary cutters, junior hacksaws, bench hooks, technic lego, hand drill, material for frameworks.
- motors, switches, buzzers, bulbs, bulb holders are kept in the science central store.

Collections of products suitable for use as a stimulus for design and making activities or for investigative tasks will begin to be assembled and stored in the relevant year groups.

HEALTH AND SAFETY

As staff, we accept the responsibility to plan safe activities for technology, teaching safe use of tools and equipment and insist on good practice. The craft knives will only be used by responsible Year 5 and Year 6 children under direct supervision. The glue gun will be used by Key Stage 2 children under supervision only when there is no other appropriate joining technique. Within each unit of work there will be a section on health and safety, giving guidance on the safe use of equipment to be used.

WORKING WITH FOOD

Food will be brought in and used on the same day. An adult will be required to supervise activities involving cooking. All working surfaces must be cleaned properly. Plastic aprons must be worn by all who are working with food. All children should be aware of the school rules regarding personal hygiene, including the washing of hands thoroughly and the tying back of hair before commencement.

THE ROLE OF THE CO-ORDINATOR

The co-ordinator will, in partnership with the Head and Deputy:

- lead the development of design and technology within the school
- provide guidance to staff
- keep up to date with local and national developments in design and technology
- disseminate relevant information
- order stock linked to the planned units of work