FLASH LEY COMMUNITY PRIMARY SCHOOL & NURSERY

DESIGN & TECHNOLOGY POLICY

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Approved by:

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Intention:

Design and Technology at Flash Ley aims to stimulate pupils' creativity and imagination allowing them to create and express themselves in various ways. Design and Technology can enrich all other areas of the curriculum by supporting pupils in developing a practical approach to learning. Through the teaching of Design and Technology, pupils will be encouraged to learn to think and intervene creatively to solve problems both as individuals and as members of a team. Design and Technology will encompass our outdoor philosophy and support our creative curriculum. All pupils will have the opportunity to develop key skills in designing and producing products independently.

The National Curriculum for Design and Technology aims to ensure all pupils:

- Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasing technological world.
- Build and apply a repertoire of knowledge, understanding and skills in order to design and make high quality prototypes and products for a range of users.
- Critique, evaluate and test their ideas and products and the work of others.
- Understand and apply the principles of nutrition and learn to cook.

Implementation:

- Design Technology is taught as part of a creative week at the end of each half term immersing children in a journey of planning; making and evaluating. Digital elements are also taught within the computing curriculum where children plan, design and evaluate digital work.
- A progressive curriculum is delivered through a carefully planned scheme of work provided by Kapow and adapted to suit our children at Flash Ley. Each unit is tailored to create work that links to class topics.
- Class teachers must ensure good practice in their phase, providing ample opportunity for children to explore, apply and understand knowledge and skills taught in Design and Technology.
- The teaching method employed will vary according to the age, ability and experience of the pupil and the concept being taught.
- Units consist of cooking and nutrition, mechanisms, structure, textiles and electrical systems is covered in key stage 2.
- In each unit children develop knowledge and understanding of designing and making functional products. They explore the designed and manmade world in which we live and work. Children use I.C.T to enhance their ideas and productivity. Exploring health and nutrition supports children in developing key life skills, healthy habits and positive self-care. Design and Technology develops pupil's skills and knowledge in design, structures, mechanisms, electrical control and a range of materials.
- The curriculum room is a space designed to support the use of tools and materials, including a kitchen and variety of coking utensils and equipment. The schools I.C.T suite is utilised to incorporate digital elements.
- Teachers should make professional judgements about when to adapt, or add additional materials where this would benefit learning.

Early Years

Design technology in the Early Years phase is taught through expressive arts and design and incorporated into all areas of learning. From Nursery through to Reception pupils are provided with the opportunity to explore and experiment with construction resources and develop their creative thinking, learning to use tools and techniques safely. Children access I.C.T and appropriate software to explore the digital world. Children in the early years access problem solving resources such as cogs, wheels and puzzles. They are supported in planning and making products with purpose and intent, selecting tools and techniques to achieve a desired effect. Children have access to a healthy range of snacks and learn about the importance of a nutritious diet. They explore making a variety of foods and understanding cooking techniques. In the outdoor environment children have access to natural and manmade materials to build, create and construct. In their play children are encouraged to adapt, critique and improve their work, using trial and error and exploration to discover effective ways to create.

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Teaching in Design and Technology should address the fact that all pupils will develop and learn to apply skills at different rates. Appropriate provision will also be made for any child needing to use adapted equipment in order to experience any part of the Design and Technology curriculum.
If children show difficulty, when planning, teachers will try to address the child's needs through simplified or modified tasks, or the use of support staff. Equally for those children showing a particular interest or aptitude in design technology, additional opportunities to extend and develop their skills is offered.

Equal Opportunities

All pupils are valued and respected, and are entitled to access the Design and Technology curriculum and the associated practical activities. The SLT, Class Teachers and TAs at Flash Ley are responsible for ensuring that all children, irrespective of gender, learning ability, physical disability, ethnicity or social circumstances, have access to the whole curriculum and make the greatest possible progress. Design technology enables all children to express their ideas, thoughts and feelings in a non-judgmental environment.

Promotion of Reading

Design Technology is able to promote reading in a variety of ways. Staff should aim to support children in developing early reading skills using design technology as means to foster creativity, vocabulary and literacy. Literacy skills should be developed through design technology by providing children with the opportunity to read, write and analyse design briefs or product specifications. Present design proposals and use annotations. Children should be encouraged to read and understand designs, evaluating the ideas and presenting evaluations through text.

British Values

Design Technology can be an extremely valuable means of demonstrating the school is actively promoting British Values. At Flash Ley it is important that our children are taught British values throughout a wide, varied curriculum. In Design Technology children will have opportunities to take the views and opinions of others into account but still have the right to make their own choices. They take turns both in speech and practically with others. Children understand that it is not always possible or right to have something their own way and understand the value of compromise. They understand the importance of safety rules when using tools and accept that if these rules are not followed that there are consequences. Children understand that there are able to listen to others but can use their own ideas and design choices when making a piece. They accept that others ideas may not be the same as their own yet tolerate thoughts and ideas from others. Children understand that many great design ideas originate from other cultures and they consider the ideas and opinions of others. Children offer supportive comments in evaluations that will improve learning outcomes in a way that is objective but sensitive to the listener.

Through Design Technology we are able to support children in their spiritual, moral, social and cultural development and their physical well-being. Spiritual development is very important in Design Technology as the process of creative thinking and problem-solving lies at the centre of the subject. A pupil's ability to think creatively and show innovation can be inspirational to others but also increase their own self confidence and belief in their own abilities. During the planning and making process we encourage our pupils to consider the moral and ethical dilemmas raised. For example, how our choice of materials may impact the environment or considering sustainable materials. There are many opportunities to promote social responsibilities within design technology. All the children have a collective responsibility to ensure they contribute to a safe working environment where the use of tools and equipment are involved. There is the opportunity to work collaboratively with a partner or take turns in a small group which requires effective social interaction and at times compromise. There is also the opportunity for peer evaluation and to act as a critical friend to give supportive comments to improve pupils learning outcomes. Design Technology often originates from an idea or artefact and to develop a wider cultural awareness we explore our past heritage as well as investigate and use as our stimulus foods, textiles, pottery and sculptures from different cultures and periods of time. For example, Viking long boats or shields, Greek pottery, divas, food from different countries and cultures.

Health and Safety Procedures

Staff should refer to the school's Health & Safety Policy whilst planning and carrying out Design and Technology activities. Below outlines some key procedures to follow but this list is not definitive:

- Staff are to familiarise themselves with any relevant health and safety policy or guidance in relation to the tools or equipment used
- It is the responsibility of class teachers to teach the safe use of tools and equipment and insist on good practice.
- The use of craft knives is limited to teaching staff/adults or to pupils in Year 6 under direct supervision
- Only pupils in Key Stage 2 should use the low temperature glue guns under direct supervision
- Hot glue guns are to be used by teaching staff/adults only
- Pupils are not to independently access Design and Technology resources in the Art cupboard in the staffroom
- Pupils are to wear appropriate protective clothing during Design and Technology activities
- It is the responsibility of the class teacher to ensure pupils store and return resources in the correct and safe state. Resources are not to be kept where children are able to access them independently

Food - Hygiene and Safety

Staff should refer to guidance on good practice when handling, using and consuming foods. Below outlines some key procedures to follow but this list is not definitive:

- Perishable food is bought and/or brought in and used on the day it is needed only.
- Non-perishable food (e.g. some dry food stuffs) may be safely stored for future use, providing the 'Use by Dates' are still relevant at the time of use. Disposal of stored items of food is the responsibility of the class teacher.
- Teachers and support staff will oversee that cupboards, worktops and cookers etc. are clean and in working order. Plastic disposable aprons should be worn. These are available in the curriculum room.
- Food made is not to be stored in school refrigerators and is to be taken home by pupils or disposed of
- Staff or Pupils should not access school canteen kitchen facilities
- It is the responsibility of the class teacher to ensure pupils with dietary requirements and/or allergies are planned for during activities involving food stuffs.

Impact:

Assessment in Design and Technology will be about personal progress and development of skills involved rather than how good a piece of work is. Pupils cannot be assessed by their ability to produce great inventions. Design and Technology assessment will focus on what individual children have achieved. Assessment in Design and Technology will be completed by taking examples of pupils work throughout their time at Flash Ley and looking at their continued development in Design and Technology. Pupil's ability to select appropriate materials is observed and pupils' developmental skills are routinely judged.