



Eureka Primary School Design and Technology Policy

AIMS AND OBJECTIVES

1. To develop imaginative thinking in children and to enable them to talk about what they like and dislike when designing and making.
2. To enable children to talk about how things work, and to draw and model their ideas.
3. To develop their capability to create high quality products through combining their own designing and making skills with knowledge and understanding.
4. To encourage children to select appropriate tools and techniques for making a product, whilst following safe procedures.
5. Use and explore a range of materials, resources and equipment.
6. To explore attitudes towards the made world and how we live and work within it.
7. To develop an understanding of technological processes, products, and their manufacture, and their contribution to our society.
8. Use the Internet to explore ideas and already made products.
9. To foster enjoyment, satisfaction and purpose in designing and making

TEACHING AND LEARNING STRATEGIES

The teaching of design and technology offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Our groupings allow children to work together, and give them the chance to discuss their ideas and feelings about their own work and the work of others in a safe learning environment that encourages constructive critique of each others work.

Through their collaborative and co-operative work across a range of activities and experiences in design and technology, the children develop respect for the abilities of other children and a better understanding of themselves. They also develop a respect for the environment, for their own health and safety and for that of others.

They develop their cultural awareness and understanding, and they learn to appreciate the value of differences and similarities. A variety of experiences teaches them to appreciate that all people are equally important, and that the needs of individuals are not the same as the needs of groups.

Each child's Design and Technology project should give them the opportunity to **design, make and evaluate**, as set out in the National Curriculum.

ENTITLEMENT

All children will be taught the skills and knowledge of design and technology as outlined in the New National Curriculum. The children will have regular opportunities to revisit and develop their skills in using tools, design techniques and food technology. The overview of progression is set out in the Progression booklet.

The general teaching requirement for **Health and Safety** applies in this subject. We also teach children how to follow proper procedures for food safety and hygiene.

RESOURCES

The majority of the D and T and food technology resources are stored in the DT trolley in the hall. All equipment borrowed must be returned after use. Items for food technology that are perishable should be purchased for your own class.

MONITORING AND REVIEW

Class teacher

- Planning and organisation of work in their own classrooms
- Management, care and maintenance of resources
- Pay due regard to health and safety guidance
- To make sure any support staff are well informed about the task requirements
- Monitoring the progress of individuals during the year
- Ensuring that the children have easy access to the equipment and resources that they need

Co-ordinator

- To monitor, assess and evaluate design and technology through discussions with staff and children
- Review standards and progression in techniques
- Run Inset sessions where necessary for teachers and support staff
- Ordering resources and equipment

The work of the subject leader also involves supporting colleagues in the teaching of D and T, being informed about current developments in the subject, and providing a strategic lead and direction in the school.

EQUAL OPPORTUNITIES AND SPECIAL NEEDS

It is expected that all children will be given the opportunity to learn in a creative and encouraging learning environment which encompasses a range of learning and teaching styles. All children are entitled to full participation in the curriculum. It is hoped that this approach will motivate and support children's learning at all levels including the Able and Talented, EAL and children identified with a Special Educational Need (SEN).

The way in which the curriculum is delivered is covered by the Equality Act. Ensure issues are taught in a way that does not subject pupils to discrimination. In addition, what is taught in the curriculum is crucial to tackling key inequalities for pupils including gender stereotyping; preventing bullying and raising attainment for all groups.

This policy has been written with the school's Race Equality Policy in mind.

ROLE OF GOVERNORS

Governors determine, support, monitor and review the school policies. They support the use of appropriate teaching strategies by allocating resources effectively. They ensure that the building and equipment are safe. They monitor pupil attainment across the school and ensure that staff development and performance management promote good quality teaching.

Policy updated 2015

Reviewed November 2017

