Design and Technology Subject Policy
Subject Leader: Tanya Hayman
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Aims and Objectives

Design and Technology (DT) helps to prepare children for the developing world. The subject encourages children to become creative problem-solvers, both as individuals and as part of a team. Through the study of DT, they combine practical skills with an understanding of aesthetic, social and environmental issues. DT helps all children to become discriminating and informed consumers and potential innovators. It should assist children in developing a greater awareness and understanding of how everyday products are designed and made

The aims of DT in our school are:
-To develop imaginative thinking in children and to enable them to talk about what they like and dislike when designing and making;
-To enable children to talk about how things work, and to draw and model their ideas;
-To encourage children to select appropriate tools and techniques for making a product, whilst following safe procedures;
- To foster enjoyment, satisfaction and purpose in designing and making;
-To use ICT software to assist our designing and learning.

Teaching Strategies

a) The Early Years

We encourage the development of skills; knowledge and understanding that help children make sense of their world as an integral part of the school's work. We relate the development of the children's Understanding of the World and Expressive Arts and Design as set out in Early Years Outcomes. These early experiences include asking questions about how things work, investigating and using a variety of construction kits, materials, tools and products, developing making skills and handling appropriate tools and construction material safely and with increasing control. These activities, indoors and outdoors, attract the children's interest and curiosity.

b) Key Stage 1:

Children explore how familiar things work and talk about, draw and model their ideas. They learn how to design and make safely and start to use ICT as part of their designing and making. Children may work in pairs and small groups for some activities.

C) Key Stage 2:

During Key Stage 2 pupils work on their own and as part of a team on a range of designing and making activities. They think about what products are used for and the needs of people who use them. They plan what has to be done and identify what works well and what could be improved in their own and other people's designs. They draw on knowledge and understanding from other areas of the curriculum and use ICT in a range of ways. Every child in the school has equal access to DT within the school, in accordance with the school's policy on equal opportunities. Where necessary additional support in terms of modified equipment or additional support is provided.

Planning

The planning will be completed through a cross curricular approach ensuring the DT has a link to the topic being studied. Teachers will give each DT theme a purpose. Teachers plan using the Curriculum Overview for their year, the breakdown of National Curriculum objectives and the progression of Key Skills for DT for Key Stage 1 and 2. (See Appendix).

Assessment

Assessment is the responsibility of the individual class teachers and will be based on evidence gathered through discussion and observation of the pupil during the lesson and by the child's recording of activities where appropriate e.g. planning, designing and photographs of practical activities. The marking of the Learning Journey's will reflect the extent at which the Key Skills in DT have been met (based on Key Skills for DT for Key Stage 1 and 2 in Appendix).

Inclusion

We teach DT to all pupils, whatever their ability. We provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

Health and Safety

a) Resources

Equipment and materials are stored in the central storage area for use as required.
The children are trained to handle tools in an appropriate and safe manner.
Food Technology consumables resources can be covered from the DT budget.
(Permission to be granted by the DT coordinator prior to ordering/ buying resources.)
Protective equipment/clothing is worn, when necessary to protect eyes/uniform.

b) Safety

When a new tool is introduced, children are made aware of its correct and safe use.
Clear guidance on hygiene and practice in particular regarding Food Technology is issued to non teaching adults, who record and signature that they have read the relevant Surrey C.C health and Safety Guidance.

A member of the teaching staff checks for food allergies, preference and religious beliefs before undertaking a particular activity.

C) Guidance

All adults leading DT lessons/ activities should ensure that they have read and understood the Design and Technology Health and Safety section of the Policy. Adults should ensure that:

DT equipment is not left out and unsupervised, Floors and work surfaces are kept clean and tidy and all tools used must be of good quality, in good condition and stored safely.
Direct safety instructions should be given to children each time they undertake a design and technology activity.
Children should be given suitable instruction on the operation of all equipment before being allowed to work with it.
Children should be strictly supervised in their use of equipment at all times. Adult to child ratio must be appropriate to the activity e.g. closer supervision on activities such as use of a glue gun.
Children should be taught to recognise and consider hazards and risks and to take action to control these risks, having followed simple instructions.

Specific health and safety points will need to be included onto topic plans. These will help teachers to identify activities of a high risk and highlight any areas in which they need to reduce risk or ensure safe practice.
Risk assessments for specific tools should be referred to during the planning and use of equipment.

Monitoring and review

The monitoring of the standards of children's work and of the quality of teaching in design and technology is the responsibility of the design and technology subject coordinator. Their work also involves supporting colleagues in the teaching of this subject, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. Lesson observations/learning walks are also, occasionally, undertaken and the subject coordinator regularly reviews evidence of the children's work. The subject leader is responsible for giving the curriculum lead an annual summary report in which the strengths and weaknesses in the subject are evaluated and areas for further improvement are indicated.