

BURFORD SCHOOL



Burford School

Policy on Design and Technology



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POLICY ON DESIGN AND TECHNOLOGY

This policy was approved by the governing body in October 2011

This policy will be reviewed in October 2013

1. Aims

- Design and Technology is a practical subject providing opportunities for all children to design and make good quality products
- To develop knowledge and understanding to the best of each child's ability
- To develop designing and making skills using a range of tools, materials and components safely
- Design and Technology involves children in developing an understanding of the ways in which people have designed products in the past and present to meet their needs.

2. Implementing Design and Technology

Time allocation

One session per week (equivalent to one hour at KS1 and one and a half hours at KS2) is allocated to teaching design and technology. Two to three day blocks are planned when appropriate.

Recommended activities

Units of work always include the three types of activity specified in the following order:

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

Focused tasks are used to teach the correct use of tools and equipment.

Children will have the opportunity to work with a variety of materials within the planned framework.

Relevant links with other curriculum areas are identified within planning

Published materials

A variety of published materials are used, including QCA, Hamilton and Sherston

Planning of Design and Technology

It is the responsibility of the D & T co-ordinator to monitor planning, so as to ensure the continuity and breadth of D & T across the school.

Learning Outcomes

Children will design and make a range of products. A good quality finish will be expected in all design and make activities appropriate to the age and ability of the child.

Evidence is taken in the form of photographs. These are used for assessment purposes and for monitoring progression.

Equal Opportunities

We believe that it is important for all children to experience the range of Design and Technology activities. We use opportunities within design and technology to challenge stereotypes.

Special Needs

All children are encouraged and supported to develop design and technological capability through a range of materials. We recognise the importance of identifying the specific difficulties that individual children might have in design and technology so that appropriate teaching and organisational strategies can be adopted. Children who are talented in design and technology are extended through appropriate activities.

Early Years

In Reception, children have opportunities to:

- learn simple cutting and joining techniques
- explore movement through construction kits
- talk about how products are made

3. Assessment, Recording and Reporting

Children's work is assessed by the class teacher through observations during D & T lessons. Examples of work including photos of finished work or taken whilst making, should be kept in the D & T folder on the Staff Share folder. An annual report to parents details progress and achievements made in designing and making.

4. Resource management

Each Year Group has access to a supply of tools and some materials appropriate to their technology projects. These are located in the cupboard behind the staffroom.

An inventory of all resources can be found in each year groups Design & Technology folder, alongside medium term planning.

Any resources removed from the Design Technology cupboard should be signed out on the appropriate form

No resources, from any area, should be collected or returned by pupils. If a Teaching Assistant is asked to collect or return resources they should be briefed as to where the resources must be returned and how to sign the resources back in.

Key Stage 1

KS1 teachers should consult the Health and Safety Handbook 2010 for information on toy safety.

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

paper, card, reclaimed materials, textiles, square section wood, dowelling, wheels, cotton reels, construction kits, food, low melt glue gun (for adult use) hole punches, snips, scissors, hack saws, bench hooks, needles, equipment for working with food.

Some of these are class based, some are stored centrally in the D & T cupboard.

Key Stage 2

Class teachers have access to the Resources cupboard behind the staffroom. Here they will find the resources listed above and below.

glue gun (low temperature melt), rotary cutters, hand drill, corriflute, materials for frameworks, - these materials are centrally stored and will be introduced to the children through focused activities as indicated in the planned units of work.

motors, switches, buzzers, bulbs, bulb holders, pulleys are kept in the science cupboards

food resources, tools and equipment are kept in the D & T resources area

published resources to support teaching and learning in design and technology are stored in the D & T resources area and with the technology co-ordinator.

QCA planning documents are held by the relevant year group teachers and the co-ordinator has a spare copy of them all.

5. Health and Safety

Staff should refer to the school's Health & Safety Policy.

It is the responsibility of teachers to teach the safe use of tools and equipment and insist on good practice.

Craft knives and rotary cutters are only to be used by responsible Year 6 children under direct supervision. The glue gun is used by KS 2 children under supervision only when there is no other appropriate joining technique.

Long hair should be tied back securely for all design and technology activities.

Section 9.4: Code of Practice for teachers of Design & Technology in Primary Schools

Aprons – A protective apron that is non-flammable and will not melt should be worn for all material handling activities. Aprons provided for food preparation should not be used for other purposes. They should be cleaned with antibacterial cleaner after each use.

Eye Protection – Eye protection must be worn when operating machinery and when using equipment that is likely to cause flying particles.

Dust masks – Dust masks should be worn when dust is produced.

Gloves – Cotton gloves are advised when using low-melt glue guns. Rubber or lightweight disposable gloves are advisable when using dyes.

Food - hygiene and safety

Food is bought and used on the day it is needed by teachers or classroom helpers. The responsible adult will ensure that cupboards, table tops, cooker etc. are clean and in working order. Aprons will be worn by adults and children when working with food.

6. Rôle of the Co-ordinators

The co-ordinators:

- lead the development of design and technology in the school
 - provide guidance to individual members of staff
 - keep up to date with local and national developments in design and technology and disseminate relevant information
 - review and monitor the success and progress of the planned units of work
 - order stock linked to the planned units of work at the end of each term
- are responsible for the organisation and maintenance of design and technology resources

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