

BROOMWOOD PRIMARY SCHOOL

Design and Technology Policy

In keeping with the ethos of Broomwood School, we believe every child within our school should have full access to Design and Technology as laid down in the National Curriculum regardless of age, sex or ability.

We seek to ensure that our teaching reflects the current guidance to schools which emphasises the particular importance of designing and making.

Our aims for Design and Technology are:

- 1) To develop our pupils' practical and thinking skills, enabling them to offer possible solutions to practical problems.
- 2) To develop pupils' abilities to engage with and critically appreciate a range of designed outcomes made by themselves, their peers and adult designers.
- 3) To develop pupils' understanding of the role of technology in creating the world in which we live and the need to control technological development by making value judgements about its impact on people and the world.
- 4) To develop pupils ability to select appropriate materials, tools and components and use these with due regard to safety.
- 5) To enable pupils to apply skills, knowledge and understanding from the programmes of study of other subjects, where appropriate.

Objectives

Our objectives in teaching Design and Technology are that all children should be able to:

- Show interest and motivation in designing and making.
- Show knowledge of a variety of materials, tools and components.
- Show an awareness of the need to exercise safe and hygienic practices and to employ these whilst working.
- Creatively apply their knowledge and skills when designing and making.
- Communicate their ideas orally, in writing, drawing and in 3 D models.
- Plan work individually and as a member of a team.
- Evaluate and make appropriate modifications within their designing and making.
- Evaluate the work of others, including those from other times and cultures.
- Show an awareness of the ways in which a design and technology activity might have an effect upon people and the environment.
- Investigate the work of designers through first hand experiences.

Organisation and Planning

We accept the need to plan educational programmes which deliver Design and Technology as defined in the existing statutory orders to each child.

We follow our long term topic plan for Key Stages 1 and 2, with reference to the QCA Scheme of Work, as appropriate.

All pupils take part in a series of design and make projects. Specific skills are taught within these projects through structured teaching and through the application of those skills in more open ended projects.

In order to address a number of 'Every Child Matters' outcomes (Stay Safe, Be Healthy, Enjoy and Achieve) we are establishing the Community Room as a space for regular food technology lessons with children.

Assessment and Monitoring

Assessments are carried out annually and are recorded on pupil's individual record sheets. Evidence for making these judgements will be gathered through discussion and observation of the pupil during the lesson and by the child's recording of the activities, e.g. planning, designing, and photographing practical activities. All levels are based upon teacher assessment.

Medium and short term planning sheets will provide evidence of coverage of programmes of study.

Health and Safety

An important aspect of Design and Technology is the need to develop the children's awareness of the need to work safely and with due regard to the health and safety of themselves and others. Trafford LEA have produced the document "Make It Safe" outlining areas of specific concern. We accept the issues raised in this document and undertake to comply with the guidelines laid down. Children will be shown how to use equipment correctly and will be given the opportunity to practice skills and techniques under supervision. Annual Health and safety checks are carried out to ensure that staff continue to be aware of the need for vigilance in this area.

The teacher is the final decision maker about safety in his/her classroom. If there is any doubt about how to work safely, or the capacity to provide the necessary level of supervision then the activity should be postponed until advice from the subject manager or Headteacher has been obtained. If activities are deemed to be dangerous then other alternatives should be sought.

Equal Opportunities

All children at Broomwood School have complete access to Design and Technology regardless of age, sex, or ability. Individual tasks should be structured so that all pupils can achieve success whatever their level of ability or special circumstance. Although all pupils will work in a variety of grouping, i.e. individually, in pairs, small groups and large groups; we accept recent research indicating boys and girls perform differently in Design Technology. To this end we will provide opportunity for boys and girls to work in single sex groups. Care will be taken to ensure that pupils understand that no culture has a monopoly of achievement in technology.

The School welcomes and values disabled people to be an active part of school life.

Broomwood Primary School is keen to make sure that we do not make it difficult for disabled children, young people and adults to be involved in every part of school life. We have a legal duty not to discriminate against disabled people and to monitor how many of our pupils. Staff, parents/carers and governors are disabled under the Disability Discrimination Act 2005.

Broomwood Primary School recognises that disabled people are very diverse and include people with a physical impairment, visual impairment, hearing impairment, learning difficulty, specific learning difficulty (e.g. dyslexia), mental health issues, people who are deaf, British sign language users and people with long term health conditions.

In-service Training and Support

Training is available through Trafford LEA courses, which are run at regular intervals throughout the year. The subject manager attends co-ordinator meetings and reports through staff meetings on developments and issues concerning Design Technology. It is the responsibility of each teacher to take up the training opportunities available to them.

Policy Review

Co-ordinator S Stevenson

Reviewed September 2007

Reviewed January 2009

Chair of Governors _____

Date _____