



Design and Technology Policy

for Hertsmere Jewish Primary School

Reviewed by D Colley and A Conway

Reviewed on: October 2020

Date of Next Review: October 2021

Policy Review

This policy will be reviewed in full by the Governing Body on an annual basis.

The policy was last reviewed and agreed by the Governing Body on October 2020.

It is due for review on October 2021 (up to 12 months from the above date).

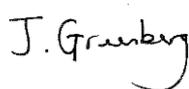
Signature



Headteacher

Date October 2020

Signature



Chair of Governors

Date October 2021

Agreed Understanding of Design and Technology

Our school has agreed that the definition of Design and Technology is the creative application of knowledge, skills and understanding to design and make good quality products (NCC September 1993).

Aim

Our aim is to teach pupils to develop their Design and Technology capability through combining their designing and making skills with knowledge and understanding in order to design and make products.

It is also our aim that the content of this policy document is reflected in classroom practice.

Role of the Co-Ordinator

The role of the co-ordinator is to monitor the Design and Technology curriculum and to update the school's policy and planning and assessment in accordance with national guidelines and curriculum statements.

The co-ordinator will review the planning and assessment on an annual basis, in co-operation with the teachers. This review will inform any necessary changes.

The co-ordinator will support teachers in delivering the curriculum and arrange staff development and INSET training where appropriate. Where possible, time will be made available to allow the co-ordinator opportunities to visit other classes, enabling monitoring and support to take place.

The co-ordinator will be responsible for the ordering and management of equipment and materials. Staff will inform the co-ordinator when materials are required for a project or need to be re-ordered.

The co-ordinator will be responsible for the management of the Art and Design.

The co-ordinator will be responsible for ensuring that all staff are up to date with Health and Safety guidelines.

Planning Framework

Every Year group has chosen to cover units from the new curriculum for Design and Technology. This ensures that an appropriate balance of projects is undertaken.

Design and Technology should be planned within an educational context. Reference should be made to other curricular areas, in particular, Literacy, Numeracy, Art, History, Geography, Science and Jewish Studies.

Jewish Studies

There are many opportunities during the year for the Design and Technology Schemes of work to be taught through projects linked with specific Jewish topics and festivals.

Design and Technology is also an integral part of the Jewish Studies curriculum.

Early Years Foundation Stage

EYFS Expressive Art and Design is delivered through planned input and a dedicated creative area where children explore joining materials, glue, Sellotape, masking tape, Pritt stick etc. Children junk model on a small and large scale.

Progression and Continuity

Progression is ensured by using the new National Curriculum.

Assessment, Recording, Reporting

Assessment procedures are in line with the school's assessment policy. Teacher assessment concentrates on the aspects of capability in order to inform future teaching and learning.

Recording of significant learning outcomes is informative and minimal. Reporting is by a short written comment at the end of each academic year referring to the achievements of the pupils exemplified in the context of the relevant learning activities.

To overcome any potential barriers to learning in Design and Technology, some pupils may require:

- alternative or adapted activities to overcome difficulties with manipulating tools, equipment or materials
- specific support to enable them to engage in certain practical activities for example, technological aids such as jigs to aid cutting or specialist software to help with sequencing and following instructions

- opportunities to communicate through means other than writing or drawing and help to record or translate their design ideas into a drawing
- opportunities to work in ways that avoid contact with materials to which they may be allergic
- time and opportunity to use non-visual means to gain understanding about, and to evaluate, different products and to use this information to generate ideas
- more time than others to complete the range of work indicated in Breadth of study [for example, by doing shorter assignments, by combining experience in more than one material in an assignment].

In assessment:

- pupils who are unable to use tools will be unable to achieve certain aspects of the attainment target. When a judgement against level descriptions is required, assessment of progress should either discount aspects that relate to the use of tools or indicate the levels of support that were necessary to complete this work.

Classroom Approaches

In line with National Curriculum requirements children will be given opportunities to develop their Design and Technology capability through assignments, focused practical tasks and investigations.

Classroom Management

Classrooms are organised in such a way as to promote the development of independent learning.

Safe and tidy working practices are encouraged at all times.

Resources

Basic resources such as construction kits, simple hand tools and textile equipment, together with a small range of consumable items are all stored in each classroom. Larger more expensive or less used items are stored centrally. Materials and equipment for all food work is stored in the designated food area. These food items may be used in the classroom when appropriate. It is the responsibility of the Class Teacher to manage the classroom resources whilst the co-ordinator manages the central resources.

Funding

Managing the funding for Design and Technology is the responsibility of the Head teacher, the co-ordinator, and the bursar. Each year consideration will be given to

both equipment investment/renewal and the purchase of sufficient materials to cover the breadth of design and technology.

An understanding of the school's charging policy will be made clear to all teachers.

Health and Safety

In our school we have adopted the guidance as laid out in Hertfordshire's Safety Guidelines.

All adults who work with children in any way connected with Design and Technology will be made aware of Health and Safety implications and will have access to the above guidelines. Copies of these guidelines are kept in the Staff room.

All adults will be made aware of the school's First Aid Policy.

- When working with tools, equipment and materials, in practical activities and in different environments, including those that are unfamiliar, pupils should be taught:
 - a. about hazards, risks and risk control
 - b. to recognise hazards, assess consequent risks and take steps to control the risks to themselves and others
 - c. to use information to assess the immediate and cumulative risks
 - d. to manage their environment to ensure the health and safety of themselves and others
 - e. to explain the steps they take to control risks.

Prior to food work being undertaken class teachers will notify parents in order to ascertain any allergy problems. The relevant Class teachers will hold this information.

Inclusion

Throughout all Design and Technology work, care will be taken to differentiate tasks and teaching styles in order to take into account the whole inclusion spectrum.

Equal Opportunities

In line with the school's equal opportunities policy, each child will have an entitlement to all aspects of the Design and Technology curriculum.

More Able Pupils

Pupils who are more able in Design and Technology are likely to:

1. demonstrate high levels of technological understanding and application
2. display high-quality making and precise practical skills
3. have flashes of inspiration and highly original or innovative ideas
4. demonstrate different ways of working or different approaches to issues
5. be sensitive to aesthetic, social and cultural issues when designing and evaluating
6. be capable of analysis and interpretation of products
7. get frustrated when a teacher demands that they follow a rigid design-and-make process
8. work comfortably in contexts beyond their own experience and empathise with users' and clients' needs and wants.

Teachers may identify pupils who are gifted in Design and Technology by:

1. performance at an unusually advanced national curriculum level for their age group
2. the outcomes of specific tasks
3. evidence of particular aptitudes
4. the way pupils respond to questions
5. the questions that pupils ask themselves.

It is important for teachers to allow time for personal interaction with pupils. By observing the techniques and strategies that pupils use to tackle problems, teachers may pick up on talents that do not come to light through more formal assessment procedures.

The pupils who are gifted in design and technology may be a very different group from those with gifts and talents in other subjects. The breadth of designing and making means that some of them will have abilities in a specific area -- for example working with food, using computer-assisted design (CAD) or high-quality making -- but not in others.

Adult Assistance

Any adult working with children in a Design and Technology related activity would be made aware of both the safety and curriculum implications of their work. An appropriate INSET programme will be arranged for them.

Review Procedure

Initially this policy will be reviewed after one year and then when any one of the following occurs.

- a) Two to three years has elapsed.
- b) A new co-ordinator is appointed.
- c) Significant turnover of staff has occurred
- d) Significant changes in the National Curriculum
- e) An impending OFSTED inspection