

LETHBRIDGE PRIMARY SCHOOL

DESIGN AND TECHNOLOGY POLICY

Introduction

At Lethbridge Primary School children learn to produce practical solutions to real problems. Children develop technical understanding and making skills, learning about design methods and investigating their environment and the materials around them.

Design and technology prepares children to take part in the development of tomorrow's rapidly changing world through the development of creative thinking skills. Creative thinking encourages children to make positive changes and can directly affect their quality of life. This subject encourages children to become creative problem-solvers, both as individuals and as part of a team. It enables them to identify needs and opportunities and to respond by developing their own ideas and eventually making alternate products and systems based on them.

Teaching and Learning

We teach Design and Technology to:

- develop imaginative thinking in children while also enabling them to talk about what they like and dislike when designing and making;
- enable children to investigate, explore and talk about how things work, and based on what they discover to draw and create their own ideas;
- to encourage children to select and safely use appropriate tools and techniques for making a product;
- to explore and discover differing attitudes towards the made world and how we live and work within it;
- to develop an understanding of technological processes, products and their manufacture and their contribution to society.

Strategies for teaching DT

The children undertake design and technology activities three times a year, but not necessarily as a weekly lesson. Sometimes work may be blocked within a week rather than being completed over regular weekly session and may form part of a cross-curricula week. Design and Technology lessons involve a combination of whole class, group and individual teaching. The learning opportunities can be divided into three main areas.

1. Investigative, disassembly and evaluative activities (IDEAs)

These activities provide opportunities for the children to explore existing products and to gain skills, knowledge and understanding which can be applied in a design and make assignment.

2. Focused practical tasks (FPTs)

Focused practical tasks provide opportunities to learn and practice particular skills and knowledge.

3. Design and make assignments (DMAs)

A design and make assignment provides an opportunity for the children to combine their skills, knowledge and understanding to develop products that meet a real need.

Differentiation is planned for by class teachers within their planning teams and is appropriate to the needs of the pupils.

When teaching DT we:

- o Always explain what we want pupils to know, understand and be able to do through the DT they are about to complete.
- o Often use a key question to direct pupils' thinking.
- o Vary the resources, activities and experiences to meet the needs of each individual pupil making sure they are effective in finding out about how things work and how to design and make their own models/inventions.
- o Start the unit with a problem that relates to real life and finish each lesson with a plenary to ensure students fully understand what they are learning, how they learn and how well they are progressing.
- o Follow safe procedures for 'Food Safety and Hygiene' and for the use of tools and equipment. Adults make sure that when children are using higher risk tools (such as knives, hot glue guns etc) they are strictly supervised and correct use is always modelled / demonstrated and 'rules for use are shared with the children.

Cross-curricular Links

Throughout DT we can also:

- Improve pupils' skills in literacy, numeracy, science, art and other curriculum areas.
- Develop pupils' thinking skills
- Promote pupils' awareness and understanding of gender, cultural, spiritual and moral issues
- Develop pupils as active citizens

Assessment

Assessments in Design and Technology are based on teacher observations made throughout each unit. The pupils' progress will be measured against the learning objectives and unit outcome. Their experiences and progress will be documented in their written annual report. Children are encouraged to evaluate their own work and describe what they might change if they were to revisit the activity.

Resources:

A list of resources available is kept in the Co-ordinators file. Most resources are located in the 2 main stockrooms.

Reviewed February 2017
To be reviewed February 2019