

DESIGN AND TECHNOLOGY POLICY

The study of Design and Technology prepares pupils to participate in tomorrow's rapidly changing technologies. They learn to think and intervene creatively to improve quality of life. The subject calls for pupils to become autonomous and creative problem solvers, as individuals and members of a team. They must look for needs, wants and opportunities and respond to them by developing a range of ideas and making products and systems. They combine practical skills with an understanding of aesthetics, social and environmental issues, function and industrial practices. As they do so, they reflect on and evaluate present and past design and technology, its uses and effects. Through design and technology, all pupils can become discriminating and informed users of products, and become innovators.

There are key skills involved in the study of Design and Technology: to be able to develop, plan and communicate ideas, work with tools, equipment, materials and components to make quality products, and to evaluate processes and products. These are developed across the school years by exploring a range of subject content.

The objectives of teaching design and technology in our school are to enable children to:

- take increasing responsibility for their own work and develop realistic outcomes to assignments;
- know how to critically evaluate their work and the work of others and suggest improvements;
- know how to work with a range of materials and to use them appropriately;
- know how to use a variety of tools safely and correctly;
- understand how to communicate ideas in a variety of ways;
- know how to develop skills and apply knowledge and experience when working on an assignment;
- develop the ability to solve problems;
- know how to research and record relevant information where appropriate;
- know how to examine and evaluate design features in simple products including their historical development.

The teaching and learning may include:

- Ø working individually and in teams, groups, partners or pairs
- Ø evaluating design and technology of other periods and cultures
- Ø support and expertise of outside agencies
- Ø use of ICT
- Ø mini enterprise projects

Within our integrated curriculum, the skills are distinct though the content used may be topic based and linked very closely with History, ICT, Science and Art and Design.

Assessment in Design and Technology is on-going and is recorded on the skill matrix as the children achieve a particular competence.

Health and Safety

Safety guidelines for design and technology are displayed in the Art/Design and Technology classroom. (NAAIDT "Make It Safe" and Code of Practice for teachers of Design and Technology in Primary Schools. Buckinghamshire C.C Education Department)

Cooking and Nutrition form a separate section of the Design Technology syllabus. It is important that all children develop an understanding of healthy eating and the principles of good nutrition. A love of cooking is a life skill as well as being a creative activity.

The objectives of our curriculum are to enable the children to:

- understand where our food comes from;
- understand the seasonality of food;
- gain the skills needed to safely prepare healthy dishes;
- develop an awareness of taste and the combination of flavours;
- develop an understanding of good nutrition.

Within our integrated curriculum cooking and nutrition is taught as part of PHSE and throughout the school as a rotation in Curriculum Enrichment.

Assessment in Cooking is on-going recorded on the skill matrix as the children achieve a particular competence.