

# MERE SCHOOL

## Design and Technology Policy

### Rationale

At Mere School we aim for our children to produce practical solutions to real problems, through the teaching of technical understanding, design methods and making skills and by investigating their environment and the materials around them. This will help them prepare for living and working in a technological world.

### Aims

- To maintain and develop the confidence and ability of all children to solve technological problems.
- To help develop the social skills necessary to work as a team, as well as the ability to work independently when the situation demands.
- To provide a skills developing approach focussing on the three key elements of Materials, Mechanisms and Safety by incorporating:
  1. focused practical tasks,
  2. product evaluation and investigation,
  3. processes of designing and making.
- To stimulate curiosity, imagination, creativity and develop the ability to operate effectively in a technological world.

### Teaching and Learning

The children undertake a design and technology activity once per term. Design and Technology teaching involves a combination of whole class, group and individual teaching. The learning opportunities can be divided into three main areas.

#### 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.

#### Focused practical tasks (FPTs)

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

#### 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.

In general DMAs in Key Stage One will tend to be shorter in duration and as children move towards the end of Key Stage Two their designing and making will become more complex and therefore more time consuming.

The children undertake one DMA per term in Key Stage One and Two and one DMA per term in the Foundation Stage – which closely relates to the Early Learning Goals.

The Design and Technology Scheme of Work has been written using the QCA and the Nuffield units of work as a basis. Continuity and progression has been planned for by cross referencing these units to 'Design Technology in Wiltshire – A guide to planning continuity and progression' - Vince Marriott Adviser for Design Technology May 1999.

Design Technology has many links with other subjects. Through the units of work contributions are made to ICT, English, Mathematics, Science, Art and Design, PSHE and Citizenship.

Differentiation is planned for by class teachers and written on the weekly plan.

### **Assessment**

Assessments in Design Technology are based on teacher observations and made at the end of each unit using the Design and Technology Skills criteria. The end of unit expectations provide broad descriptions of achievement within each unit for teachers to decide where a child's progress differs markedly from that of the rest of the class. Their experiences and progress will be documented in their written annual report.

### **Resources**

All resources, both consumable and non-consumable are located in the cupboards outside the classroom. Reference material is located on the curriculum shelves and the Design Technology Co-ordinators File contains useful information. It is the responsibility of each class teacher to collect resources and then return them after use. If any resources become broken during use, the co-ordinator needs to be informed as soon as possible.

### **Health and Safety**

Please see Health and Safety Policy

### **Equal Opportunities**

We provide activities for all pupils in which equality of opportunity is supported irrespective of gender, race, creed and disability, taking into account the individual needs of all children.

Spring term 2011

Review: Spring term 2014