



The Crescent Primary School Design and Technology Policy

As a school we recognise each individual and their needs, this policy relates directly to UNICEF's Convention of the Rights of the child. The articles in particular 6, 12, 13, 17, 28, 29, 31.

The Crescent Primary School is committed to the fair treatment of all in line with the Equality Act 2010. It is the responsibility of all staff to ensure that all pupils, irrespective of race, religion, gender, language, ability, ethnicity, family background or social circumstance, have access to the curriculum and make the greatest progress possible.

Rationale

At The Crescent we believe that Design and Technology prepares children to take part in the development of tomorrow's changing world. The subject encourages children to become creative problem-solvers, both as individuals and as part of a team. Through the study of Design and Technology they will combine practical skills with an understanding of aesthetic, social and environmental issues, as well as functions and industrial practices.

Aims

The aims of Design and Technology at The Crescent School are:

- To follow the requirements of the National Curriculum for Design and Technology.
- To develop creative and reflective thinking in children and to enable them to talk about what they like and dislike and to give reasons for their choice;
- To enable children to talk about how things work, and to draw and model their ideas;
- To encourage children to select appropriate tools and techniques for making a product, whilst following safe procedures;

- To develop an understanding of technological processes, products, and their manufacture, and their contribution to our world;
- To foster enjoyment, satisfaction and purpose in design and making.
- To ensure children learn about hazards in DT (e.g. using tools, food hygiene) and take actions to reduce risks to themselves and others.

Expectations

- All children to be taught skills and have opportunities to refine and apply them to their work.
- All children to have DT work in their books (Year 2-6). Year 1 to use class DT journals.
- All children are expected to complete a food technology unit of work, each year.
- For each unit of work taught, children are expected to “design, make and evaluate” their work.
- We aim to highlight and study BAME (Black, Asian, Minority Ethnic) designers/engineers/architects & relevant products across the DT curriculum, where we can. The curriculum reflects the community and its make up, teaching life skills such as money saving techniques and better dietary choices. We learn about other countries and where food comes from and about food seasonality in the UK and the use of other countries to provide out of season foods.

Organisation

- Shared resources to be kept in central DT cupboard for all staff to use, but some specialized boxes will be created for specific units.
- Basic food, cooking resources and utensils stored centrally.
- Evidence of DT work to be photographed and kept in DT books. Year 1 use a class topic book.

Assessment

- Children's DT work to be assessed against the skills being taught.
- Assessments to be recorded on Insight.

Health and Safety

- The general teaching requirements for health and safety applies in this subject. We teach the children how to follow proper procedures for food and safety hygiene. Sensible conduct and safe use of equipment will always be promoted. Risk assessments for use of tools and handling food are kept centrally to be adapted where necessary by class teachers. Risk assessments are also shared with children and they contribute ideas on how to lower risks before using equipment.

Written by AC

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