



Design and Technology Policy

'Together we love, learn and follow Jesus'

| Mission |
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| Together we love, learn, follow Jesus |
| Vision |
| At St Joseph's Catholic Primary School, through an open and generous heart, we learn together as a family in faith, following the gospel values of love. |
| Values |
| Hope Thankfulness Collaboration Compassion Friendship Resilience Empathy Creativity Justice Respect |

INTENT

Design and technology is taught as a discrete subject across the school. We aim to provide our children with a Design Technology education that is relevant in our rapidly changing world. At St Joseph's Catholic Primary School, we believe that children have an innate curiosity as to how and why things work. In order to develop the children's full potential as designers and makers, we ensure that there is continuity, progression, breadth and balance throughout the school in our planning and teaching of DT. We want to encourage our children to become problem solvers who can work creatively on a shared project. We believe that high-quality DT lessons will inspire children to think independently, innovatively and develop creative, procedural and technical understanding. Our DT curriculum provides children with opportunities to research, represent their ideas, explore and investigate, develop their ideas, make a product and evaluate their work. Children will be exposed to a wide range of media including working with textiles, and food. The children will be engaged in challenging projects with a purpose and through this, children will develop their resilience, skills and vocabulary.

The national curriculum for design and technology aims to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook.

IMPLEMENTATION

Planning and Teaching

Three units of work are taught each year – one unit per term. Lessons are planned in blocks of 2-3 days. We feel this to be more productive and manageable in terms of continuity and effective classroom management. Planning will include, and clearly indicate, each process required in order to provide the children with high quality teaching and learning and to ensure full coverage of the DT curriculum.

The key elements taught will include:

- textiles
- electrical and mechanical components
- using materials
- food and nutrition

All planning will follow the required phases:

- Investigative, disassembly and evaluative activities (IDEA's)
Provide opportunities to disassemble, investigate and evaluate existing products
- Focused practical tasks (FPT's)
Provide children with opportunities to try out/ practise some simple techniques
- Design, Make and Evaluate Assignment (DMEA)

- o Encourage children to design products which have a function/ purpose and user in mind
- o Children to decide upon a set criteria for their intended product
- o KS1 children to communicate their ideas through simple labelled diagrams, some annotated
- o KS2 children to communicate their ideas through annotated sketches, cross-sectional diagrams, exploding diagrams and computer-aided designs
- o Support the children to transform their ideas into objects as they continually evaluate and modify their work
- o Improve the children's ability to control materials, tools and techniques
- o Develop motor skills and to handle tools and materials with an awareness for safety
- o Promote children to evaluate their completed product against their set criteria

- Children's books will include evidence of each of the above phases, clearly indicated, including photographic evidence and examples of focused task, where appropriate
- Pupil's voices will be indicated in books in terms of annotations, views and opinions

Inclusion

All children have full access to the Design & Technology curriculum, regardless of gender, race or ability. We will use opportunities within our teaching to challenge stereotypes. Class teachers provide differentiated learning opportunities to meet the needs of all children. We recognise the importance of identifying the specific difficulties that individual children might have so that the appropriate teaching and organisational strategies can be adopted. Appropriate provisions are made to ensure all children are able to participate fully and can experience success. At the same time, class teachers identify pupils who excel in Design & Technology. These pupils are provided with opportunities to further develop their skills and achievements and care is taken to set suitable learning challenges.

Resources and ICT

Our school has a wide range of resources to support the teaching of Design and Technology across the school. The resources are restocked by the subject leader and new resources can be requested and ordered throughout the year. ICT enhances the teaching of Design and Technology wherever appropriate in all key stages.

IMPACT

Assessment

Formative assessment is predominant and will ensure that teachers assess the on-going design process and not just the finished products or outcomes. This will be based on classroom observations, open ended questions and discussion throughout each unit of work. The children's progress is measured against the learning objectives and unit outcomes. Ongoing teacher assessments enable tasks to be matched to the ability and needs of each child. From an early age, children are actively involved in their own learning with opportunities for reflecting, reviewing and evaluating their own performance. The school has used the national curriculum end of key stage expectations to develop end of year expectations for each year group. The teachers assess against these and record their judgements on appropriate tracking systems. Children in Reception are assessed against the Early Learning Goals.

Reporting

Parents receive information about DT through the following means:

- Website
- Reports
- Parents' evening
- Newsletter

Monitoring and Evaluation

Monitoring and Evaluation is carried out by the DT Subject Leader through the collection of work samples, conversations with teachers in school, observation of displays, pupil voice interviews and analysis of the formal class assessments. Design and Technology plans and children's books are monitored on a termly basis by the Subject Leader to ensure full curriculum coverage.

CPD

Part of the role of the DT Subject Leader is to maintain his or her own CPD through courses, training, curriculum meetings and e-learning. Relevant CPD will be disseminated through INSET days, staff meetings and curriculum meetings in order to maintain good practice across the school.

SAFETY

Health and Safety

Safe practice is important when teaching Design & Technology. It is the teacher's responsibility to ensure a safe working environment and to teach the children how to follow proper procedures for handling tools. Tools such as glue guns, saws, bradawls and craft knives should only be used under the close supervision of a responsible adult. When working with tools or equipment in

practical activities the children should be shown how to recognise potential hazards and how to manage their environment to ensure the health and safety of themselves and others. Resources are located in a central area with tools kept out of the reach of children. It is the responsibility of each class teacher to collect resources and then return them after use.

Food Hygiene and Safety: Food will be bought and used on the day it is needed. It is the teacher's responsibility to check that all equipment is clean and in working order. Aprons will be worn by adults and children when working with food, hands will be washed before handling food and long hair will be tied back. Class teachers are responsible for checking for any allergies prior to any activity involving food.

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Design Technology Subject Leader: Miss E. Ollerton