# St Joseph's Catholic Primary School

**Inspiring everyone to REACH through Faith, Hope, Love**

At St Joseph's, we strive for academic excellence through encouraging resilience, empathy, aspiration and challenge. We have high expectations for ALL so that we can be 'The best we can be.' With Faith, Hope and Love at the heart of our school family, our children feel safe, secure and supported.

# Design and Technology Policy

Our ethos is one that nurtures education through recognition and celebration of all children's experiences and achievements, whatever the context. Each child is unique and made in the likeness of God. Every child should succeed at their own level and be praised for this success

**Subject Leader: Mrs C Howells**
**Link Governor: Mrs G Tiley**
**Approved by: Learning and Standards Committee**
**Approved on: Autumn 2018**
**Review Date: Autumn 2021**
**Other relevant policies:**

# DESIGN AND TECHNOLOGY POLICY

**Introduction**

Design and Technology encourages children to learn to think and intervene creatively to solve problems both as individuals and as members of a team. They are taught to look for opportunities and to respond to them by developing a range of ideas and making a range of products. The children are also given opportunities to reflect upon and evaluate past and present design technology, its uses and its effectiveness and are encouraged to become innovators.

**Aims of Design & Technology**

- To develop children' designing and making skills,
- To teach children the knowledge and understanding, within each child's ability, that will be required to complete the making of their product,
- To teach children the safe and effective use of a range of tools, materials and components,
- To develop children's understanding of the ways in which people have designed products in the past and present to meet their needs,
- To develop children's creativity and innovation through designing and making,
- To develop children's understanding of technological processes, their management and contribution to society.

**Design & Technology in relation to the National Curriculum**

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."

Children at St Joseph's Catholic Primary School will design and make a range of products. A good quality finish will be expected in all design and make activities appropriate to the age and ability of the pupil. The work covered in each year group ensures a balance of:

• investigative, disassembly and evaluative activities, (IDEAs)
• focused practical tasks, (FPTs)
• designing and making assignments. (DMAs)

Principles of Teaching and Learning Design and Technology will engage the children in a broad range of designing and making activities which involve a variety of methods of communication, eg speaking, designing, drawing, assembling, making, writing, using information and communication technology. These activities can be differentiated through careful planning and the selection of resources which are appropriate for different ages and abilities. Writing frames should be used to support or stretch children.

Teachers plan D&T based on DATA's 'Project on a Page' resources, linking to themes to contextualise the children's making. Projects are taught in blocks which allows for more effective learning in which teachers can focus on DT skills. Teachers will ensure that they have a clear idea of the skills, knowledge and understanding to be taught in each unit of work that are indicated in the "Instant CPD" sections. Units of work have been selected and planned to ensure a balance of materials, skills, knowledge and understanding throughout each Key Stage. Units of work are planned to include designing and making assignments (DMAs) supported by focused practical tasks or skills teaching (FPTs) and work involving reviewing existing products (IDEAs). All children should have a breadth and balance of experience. Care should be taken to ensure activities do not have a gender bias. Use of multicultural stimuli wherever possible enhances and enriches design possibilities.

**Relationship to other Subjects**

Design & Technology is taught as a subject specific activity through a combination of whole class teaching, group work and individual work. Cross-curricular links are identified when appropriate. Eg, The product being designed should link to the class theme. The children can apply scientific and mathematical knowledge to create products which are functional. Literacy skills will be used to support communicating ideas. Children are encouraged and supported to develop their Design & Technology capability using a range of materials. Teachers differentiate activities within Design & Technology to ensure that the specific needs of individual children are best met.

**Assessment, Reporting and Recording**

The children's theme books are a good source of evidence of good practice. On-going, formative assessment, both during and at the end of each unit, informs summative assessments. Evidence of this will be found on annotated planning in the class planning file. Areas of success and next steps are shared with the children. The children are assessed against the specific I cans of the project and tagged into the tracker at the end of the project. They will be assessed as taught – not yet understood, some evidence, but not yet secure, objective secured or working at greater depth. The children's annual report to parents details progress and effort made in design Technology. The Design and Technology Subject leader monitors planning and samples of work in all year groups on a termly basis. Findings will be shared with the Senior Leadership team and staff during staff meeting time. Individual staff will be given feedback and suggestions of how to improve the project that they have taught. The subject leader will update the "subject action plan" as appropriate.

**Resource Management**

Funding for Design and Technology will be within the school budget plan for each financial year. There is a central Design and Technology budget to cover the purchase of equipment such as tools, construction kits, consumable materials, books and other resource materials. It is the responsibility of each class teacher to identify resource needs in relation to their project and inform the subject leader. Equipment and materials have been organised in the science cupboard. This will be maintained by the Design and Technology Subject Leader. Any shortages, breakages or losses should be reported immediately to the D & T subject leader for replacement.

**Hygiene and Safety**

It is important that children are taught essential life skills to enable them to participate confidently and safely in designing and making in society. Teachers have a duty to introduce children to a wide variety of production processes and the correct tools for the task. Children must design considering health and safety issues and consequences and operate in a safe and hygienic manner when designing. The subject leader, if required, supports teachers to teach the skills necessary ensuring that children can

design and make safely. Teachers can refer to section 19 – the health and safety section of the project and carry out risk assessments as necessary.