**Our Vision**

At Banks St. Stephen's, we are committed to providing all children with learning opportunities to succeed in Design Technology. Through an enriching and nurturing environment, we provide the opportunity for every child to reach their full potential. We embrace Christian values and ensure all children feel they belong and are ready to progress.

**Belonging**We create a learning environment where every child feels part of the D&T process. By promoting collaboration and celebrating individual creativity, we ensure all students feel valued, included, and confident in their ability to contribute ideas and designs, no matter their skill level.

**Serving**Through Design and Technology, children learn how to serve others by creating solutions that meet real needs. They explore how their designs can improve lives, whether through functional products, sustainable solutions, or community-based projects, fostering a sense of responsibility and impact.

**Succeeding**Our D&T curriculum supports children in achieving their full potential by developing their skills in creativity, design, and problem-solving. By offering structured learning and opportunities for independent exploration, we ensure that every student is equipped to succeed in creating practical, innovative solutions that they can be proud of.

In summary, our Design and Technology Policy ensures that every child feels they belong, is encouraged to serve others through their designs, and is empowered to succeed in their creative and practical journey.

**Introduction**At Banks St. Stephen's, we believe that Design Technology is more than just making things. It is a vital part of learning, nurturing creativity, and helping children to succeed academically and personally. Through Design Technology, children develop essential skills like communication, problem-solving, and critical thinking. They learn to express their ideas and emotions, fostering a deeper understanding of themselves and the world around them.

There is great pleasure to be derived from Design Technology and, through deeper understanding; pupils can gain access to cultural richness and diversity.

**Aims**

Design and technology is a practical subject and it's aims are:

* To prepare pupils for the future: We aim to equip pupils with the skills and knowledge they need to participate in tomorrow's rapidly changing technological world.
* To foster creativity and innovation: We provide opportunities for all children to design and make quality products, encouraging them to think creatively and come up with innovative solutions.
* To promote healthy living: We explore food and cooking techniques along with healthy eating and environmental issues within food production, encouragingchildren to make informed choices about their diet and the impact of their food choices on the environment.
* To develop key skills: We help children develop design and making skills, knowledge and understanding to the best of each child's ability; using and selecting a range of tools, materials and components.
* To foster collaboration and teamwork: We encourage children to work together, supporting each other and sharing their ideas to achieve a common goal.
* To develop critical thinking and evaluation skills: We encourage children to think critically about their own designs and the designs of others, learning from their successes and failures.
* To understand the impact of design on the world: We help children develop an understanding of the ways people in the past and present have used design to meet their needs. We encourage them to reflect on and evaluate such techniques, their uses, and their effects on the environment and society.

**Curriculum**
The children undertake a balanced programme that takes account of abilities, aptitudes and physical, emotional and intellectual development. Through Design Technology, the children learn a range of skills, concepts, attitudes, techniques and methods of working.

**Early Years**
In Early Years Foundation Stage, Design and Technology is an integral part of topic work, relating aspects of the children’s work to the objectives set out in the Early Learning Goals, and Expressive Arts and Design. To facilitate our objectives different teaching styles and methods are used as appropriate. These include small group and individual work.

**Key Stage 1 and 2**

In Key Stage 1 Design Technology skills will look at inventors, new technology and old technology throughout the years. In Key Stage 2 activities should extend pupils’

understanding ideas and feelings. They will also then further develop the following skills:-

• Generate ideas for products after thinking about who will use them and what they will be used for, using information from a number of sources, including ICT-based sources.

• Develop ideas and explain them clearly, putting together a list of what they want their design to achieve.

• Explore the sensory qualities of materials and how to use materials and processes.

• Measure, mark out, cut and shape a range of materials and assemble, join and combine components and materials accurately.

• How mechanisms can be used to make things move in different ways, using a range of equipment including ICT control program

• How electrical circuits, including those with simple switches can be used to achieve results that work.

**Progression and Continuity**
The school uses a variety of teaching and learning styles in art and design lessons. Our principal aim is to develop the children’s knowledge, skills and understanding in art and design. We ensure that the act of investigating and making includes exploring and developing ideas, evaluating and developing work. We do this through a mixture of direct teaching and individual/ group activities. Teachers draw attention to good examples of individual performance as models for the other children. They encourage children to evaluate their own ideas and methods, and the work of others, to say what they think and feel about them. We give children the opportunity within lessons to work on their own and collaborate with others, on projects in two and three dimensions and on different scales. Children also have the opportunity to use a wide range of materials and resources including other artists’ work, educational visits and computing.

We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies which are differentiated by task, expected outcome and/or support from peers or adults.

**Design Technology curriculum planning**
Design and technology is a foundation subject in the National Curriculum. Our school uses both the National Curriculum and Plan Bee Curriculum plans as the basis for its curriculum planning in design and technology. Our medium-term plans, have been carefully selected and developed to create a personalised curriculum they identify learning objectives and outcomes for each unit, and ensure an appropriate balance and distribution of work across each term.

**Progress and Achievement**
Children are monitored on a regular basis to check progress. We encourage all pupils to take responsibility for their own and their peers learning. A range of Assessment for Learning strategies are used, for example peer marking – the children regularly peer mark and are encouraged to comment on each others work using vocabulary related to the skill taught, evaluation, self assessments, monitoring achievement against objectives and success criteria, the use of talk partners and end of unit teacher/pupil evaluation. Through these, both children and adults are able to recognise the progress being made.

**Assessment and Recording**
Assessing a child’s performance is a continuous process carried out over the full seven years of Primary school and our assessing methods include the following as appropriate:-

1. Looking at a child’s recorded work i.e. model, photographs, written work.

2. Individual discussion.

3. Listening to the children’s ideas as they discuss between themselves.

4. Group discussions in both planning and reporting back sessions.

5. Observing the children’s skills in Design and Technology.

6. Record the progress that children make by assessing the children's work against the learning objectives for their lessons. At the end of a unit of work, teachers make a judgement against the Key Learning Skills.

It is essential that the type of recording be matched to the type of Design and Technology activity as well as to the needs and abilities of the child. A variety of recording methods are therefore used. These include pictures, structured worksheets, sketches, diagrams, flow charts, model making, written explanations, photographs, school displays and the occasional video recording.

**Monitoring**

The monitoring of the standards of children's work and of the quality of teaching in design and technology is the responsibility of the design and technology subject leader. The design and technology subject leader evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. The design and technology subject leader has specially-allocated, subject time in order to review evidence of the children's work and undertake lesson observations of design and technology teaching across the school.

**Spiritual, moral, social and cultural development**

The teaching of design and technology offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Our groupings allow children to work together, and give them the chance to discuss their ideas and feelings about their own work and the work of others.

Through their collaborative and co-operative work across a range of activities and experiences in design and technology, the children develop respect for the abilities of other children and a better understanding of themselves. They also develop a respect for the environment, for their own health and safety and for that of others. They develop their cultural awareness and understanding, and they learn to appreciate the value of differences and similarities. A variety of experiences teaches them to appreciate that all people are equally important, and that the needs of individuals are not the same as the needs of groups.

**Resources**
Our school has a range of resources to support the teaching of design and technology across the school. Classrooms have a range of basic resources, with the more specialised equipment being kept in the design and technology store. Visits are planned to enhance learning and give hands on activity. People with an interest, or expertise, in a particular topic or area of art could be invited into school to work with the children. These might be parents, grandparents, other family members, neighbours or representatives of the local community.

**Safety in Design and Technology**

The safety of the children is the responsibility of the class teacher. The children are made aware of the safe use and correct procedure involved when using tools and equipment in a learning environment and how to follow proper procedures for food safety and hygiene. The children are made aware of the need to be careful and to understand that their actions can affect others.

Appropriate risk assessments are available to staff within school.