



Our Vision

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 are ready to progress.

Introduction

At Banks St Stephens we are committed to providing all children with learning opportunities to engage in Design Technology. The purpose the subject within the curriculum is to give pupils the skills, concepts and knowledge necessary for them to express their responses to ideas and experiences in a visual or tactile form. It sparks their imagination and is a fundamental means of personal expression.

While it is essentially a practical subject, it should provide opportunities for reflection and, with increasing sensitivity, pupils should acquire the ability to make informed, critical responses to their own work and that of others.

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 its aims are:

- We aim to prepare pupils to participate in tomorrow's rapidly changing technologies.
- To provide opportunities for all the children to design and make quality products.
- To provide children with the opportunity to explore food and cooking techniques along with healthy eating and environmental issues within food production.
- To develop design and making skills, knowledge and understanding to the best of each child's ability; using and selecting a range of tool, materials and components.
- To become creative problem solvers as individuals and members of a team.
- To be able to use computing in conjunction with the Designing and Making process.
- To develop an ability to criticise constructively and evaluate their own product and those of others.



- To help the children develop an understanding of the ways people in the past and present have used design to meet their needs. To reflect on and evaluate such techniques, its uses and effects.

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 the Lancashire Themed Curriculum plans as the basis for its curriculum planning in design and technology. Our medium-term plans, which we have adopted from the National Curriculum and Lancashire Curriculum themes, give details of each unit of work for each term. 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

Banks St. Stephen's Design Technology Policy



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.

