**SS John and Monica Catholic Primary School**

**Design and Technology Policy**

This policy is directly influenced by the 2014 Programmes of Study for Design and Technology. When designing and making pupils will be taught four key skills:

* Design
* Make
* Evaluate
* Technical knowledge and vocabulary.

Our Vision

Design & Technology offers children the chance to use creative thinking and design within a defined purpose and tangible outcome. Through a variety of creative and practical activities, pupils are taught the knowledge, understanding and skills needed to engage in a process of designing and making.

Through the study of Design & Technology, pupils acquire a broad range of subject knowledge and life skills, drawing on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present Design and Technology, they develop a critical understanding of its impact on daily life and the wider world. High quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

**Intent-What are we trying to achieve?**

* To facilitate the development of the creative, technical and practical skills needed to carry out everyday tasks confidently.
* To build the knowledge, understanding and skills required to design and make products for a wide range of purposes and users.
* To create opportunities for children to evaluate and test their products and the products of others.
* To provide opportunities for children to apply the principles of nutrition and to learn how to cook.
* To develop problem solving skills in a range of situations that allow children to solve real and relevant problems.
* To provide opportunities for children to work together collaboratively.
* To develop skills in evaluating, designing and making products.
* To encourage cross curricular links.
* To develop understanding of the part played by design and technology, both now and in the past and the impact it has on daily life and the wider world.
* To follow safe working practises using a range of tools and materials.

**Implementation- How do we translate our vision into practice?**

Children will design and make a range of products. A good quality finish will be expected in all activities appropriate to the age and ability of the child. The work covered in each year group will ensure a balance of:

* Investigative and evaluative activities
* Practical tasks
* Designing and making assignments

**Teaching and Learning**

* Design and Technology will engage children in a range of designing and making activities.
* These will seek to involve multiple ways of communicating to include speaking, designing, drawing, assembling, writing and using ICT.
* Writing frames will be used to support the children when they are designing and evaluating.
* Children should be given opportunities to work with peers in groups and individually on a range of activities.
* Activities can be differentiated through planning and selection of resources. All children should be able to access the designing and making of the product and the more able should be given opportunities to consider other possibilities to extend their designs.
* Design and Technology is taught in blocks either through theme days or through blocked lesson times. This ensures effective learning where teachers can focus on Design and Technology skills and ensure that the four key skills are taught and embedded.
* Teachers will ensure that they are familiar with the Programmes of Study for their Key Stage and the Skill Progression document, and plan activities to dovetail with these. Units of work have been prepared to ensure a balance of materials, skills and knowledge are developed throughout each Key Stage.
* Children should be given opportunities to evaluate their products. Furthermore, they should be invited to peer assess to build and develop these evaluation skills further.

**Organisation**

Design and Technology is taught by class teachers in blocks. During this allocated time slot, two products will be produced to cover the programmes of study (see table below). Each product will involve a design, make and evaluate element.

The coordinator is responsible for collecting evidence of coverage and attainment, managing resources, supporting teachers in their delivery and ensuring the curriculum is embedded.

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| --- | --- | --- | --- | --- | --- |
|  | **Structures** | **Textiles**  **2D-3D** | **Mechanisms** | **Electrical systems** | **Food** |
| **R** |  |  |  |  |  |
| **1** |  |  |  |  |  |
| **2** |  |  |  |  |  |
| **3** |  |  |  |  |  |
| **4** |  |  |  |  |  |
| **5** |  |  |  |  |  |
| **6** |  |  |  |  |  |

**Cross Curricular Links**

Design and Technology is taught as a specific activity through a combination of whole class teaching, group work and individual work. In planning these projects, teachers recognise that there is scope for links with other subjects including English, Maths, Science, History, Geography and Computing. Furthermore, the time children spend at Forest School provides opportunities to further develop the skills required for successful Design and Technology provision.

**Health and Safety**

It is important that children are taught life skills to enable them to participate confidently and safely when designing and making both at school and at home. Teachers have a duty to introduce children to a variety of production processes and the correct tools. Children must be taught how to be safe and hygienic when designing and making.

**Equal Opportunities and SEND**

Inclusion reminds us that all pupils have an entitlement to learn in this subject and that, with differentiated support in the classroom, pupils with SEN will be able to achieve. Teachers ensure that all children have access to a range of activities and use opportunities in Design and Technology to challenge stereotypes.

**Resources**

Class teachers should inform the DT coordinator of any resources they may need to deliver DT effectively. From time to time, children may be asked to bring in materials found at home, like cereal boxes, yogurt pots etc.

**Assessment and Recording**

* Evidence of children’s work should be kept by the class teacher, together with design and evaluate records.
* The coordinator should also keep a folder of evidence to include copies of the design and evaluation activities undertaken by classes. Furthermore, they should also keep photographic evidence of the children’s products and the process of making.
* Formal and informal teacher observations should be the basis of assessment, with reference to the skill progression document.
* Children should engage in peer and self-assessment when evaluating products. In this way, they can become involved in their own learning and progression.

**Impact-what is the impact of our curriculum on our students?**

* Children enjoy learning within design and technology. They experience and range of challenges within the subject and use a wide range of resources.
* Children of all abilities and backgrounds achieve well in design and technology.
* Children gain valuable life skills
* Children talk enthusiastically about their learning in design and technology and are eager to further their learning in the next stages of their education.

**Updated May 2020**