



ST ANDREW'S CE PRIMARY SCHOOL

DESIGN AND TECHNOLOGY POLICY (REF: Teaching and Learning Policy)

Our Vision

At St Andrew's CE Primary School, we aim to bring children to a place where they can realise their full potential. Our Christian values are the foundation of all we do and each one is a facet of the central value, love, which 'always protects, always trusts, always hopes, always perseveres.' (1 Corinthians 13:7)

This Policy reflects St. Andrew's Church of England Primary School's Christian ethos and mission statement. It was written with our Christian values of Creativity and Perseverance in mind.

Aims and Objectives

Design and Technology is a 'hands on' subject in which pupils have the experience of evaluating, designing and making products of a high standard. Design and Technology encourages children to examine their environment, question the world and to think about how and why things work the way they do.

Design and Technology present children with a series of real life scenarios, where children become autonomous creative problem solvers. The children will combine practical exercises with the more abstract notions of aesthetics, functional design and making skills. As they do this they will develop their ability to evaluate past and present designs, the uses they have and the impact they have on the real world. Through their Design and Technology, children become more focused on what makes a successful product and more imaginative in how a product could be made or improved.

Design and Technology should draw on the child's knowledge and experience from other subject areas particularly Literacy, Maths, Science, Art and ICT.

Design and Technology should always be a relevant, enjoyable and creative activity for all children.

The aims of Design and Technology are:

- To develop an understanding of the designing and making process, the need to evaluate existing ideas and products and an ability to work through the D&T process confidently.
- To ensure that by the end of Key Stage 2 children are able to work more independently, and with confidence on design and technology.
- To ensure that children are able to identify opportunities for design and technology activities by observing more closely the objects around them.
- To make children more aware of the ways in which everyday objects have been designed and made.
- To enable children to become more confident and skilled in using the range of tools and materials available in the school.

Curriculum Rationale

Article 29- Education must develop every child's talents and abilities to the full.

Article 31- Every child has the right to partake in cultural and artistic activities.

Our vision is central to the curriculum at St Andrew's, linking why and how we teach, to provide positive outcomes for all children.

Intent of the D&T Curriculum

- Provide children with rich opportunities to develop their creative, technical, and practical expertise.
- Provide opportunities to build and provide their knowledge, understanding and skill in order to make high-quality prototypes and products.
- Provide opportunities for children to critique, evaluate and test their ideas.
- Provide children the opportunity to learn how to cook and learn about nutrition.

Implementation of the D&T curriculum

- Design purposeful and appealing products and prototypes.
- Understand which tools and equipment to use to perform practical tasks.
- Evaluate and investigate a range of different products and their own ideas.
- Exploration of different structures and mechanisms.
- Apply an understanding of computing to program, monitor and control products.
- Understand the principles of a healthy diet to prepare dishes using a range of cooking techniques.

Impact of the D&T curriculum

- Children are able to use creativity and imagination, drawing upon disciplines from a range of other subjects, to design and make products that solve real and relevant problems within a variety of contexts.
- Children are able to apply their knowledge and understanding of nutrition to create healthy meals.
- Children are able to take high risks, become resourceful and develop a critical understanding of how Design Technology has an impact on daily life.

Planning

At St. Andrew's CE Primary School we teach the knowledge, skills and understanding set out in the National Curriculum. We use the QCA scheme of work for Design and Technology as the basis for our planning and also adapt these according to the children's learning needs and interests. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit and we build planned progression into the scheme of work so that the children are increasingly challenged as they move through the school.

As far as possible, teaching staff at St. Andrew's CE Primary School plan for a creative curriculum, linking themes and curriculum subjects together over each term. (ref. year group topic webs)

We carry out curriculum planning in Design and Technology in three phases: long-term, medium-term and short-term. The long-term plan maps the Design and Technology topics studied in each term during the year. The children may study Design and Technology topics in conjunction with other subjects. The medium term plans give details of each unit of work for each term. The Design and Technology Leader keeps and regularly reviews these plans. The short term plans are written by the class teacher and are a plan for each lesson. These plans include the specific learning objectives for each lesson and the tasks/activities to be carried out. The short term plans are kept by the teacher and are discussed with the Design and Technology Leader on an informal basis.

The Foundation Stage

In EYFS Design and Technology is taught as an integral part of the topic work covered during the year. We relate the Design and Technology side of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. Design and Technology is an element of the specific learning area 'Expressive Arts and Design'. Children are

expected to explore a variety of media and materials safely and to use a range of techniques and tools competently and appropriately.

Equal Opportunities and Inclusion

At St. Andrew's CE Primary School we teach Design and Technology to all children, whatever their ability. Design and Technology forms part of the school's curriculum policy to provide a broad and balanced education to all children. We provide learning opportunities matched to the needs of children with learning difficulties and we take into account the targets set for individual children in their Pupil Profiles.

(ref: Equal Opportunities, SEN policy)

Assessment, Reporting and Recording

We assess children's work in Design and Technology by making informal judgements as we observe the children during lessons and we use these to plan future work. On completion of a piece of work, the teacher marks the work and comments as necessary. Annually, the teacher makes a summary judgement of each child's work in relation to the National Curriculum levels of attainment. Class teachers record the level and the skills that pupils attain, and these are then placed into the class assessment folder. The subject Leader analyses the data for attainment and progress and an evaluation is made against national standards.

There is an opportunity for parents to receive an oral report on their child's progress twice a year at parents' evenings and there is also a written report annually.

Resources

There are resources available in school to support the teaching of all Design and Technology units that are covered across the key stages. All classrooms have a range of basic resources and more specific equipment is kept in a central store, boxed and labelled for each unit.

Health, Safety and Wellbeing

Health, safety and wellbeing is paramount and a continuous strand of the curriculum. Teachers must be familiar with the current health and safety regulations relating to Design and Technology and carry out risk assessments as and when appropriate. Teachers must ensure that children are aware of important health and safety issues when participating in particular activities and/or operating specific tools, machinery.

(ref: Health, Safety and Wellbeing Policy)

Monitoring and Review

The Design and Technology Leader shares the responsibility with the Deputy Headteacher (Teaching and Learning) for monitoring standards of children's work and for the quality of teaching in Design and Technology. The work of the Design and Technology Leader also involves supporting colleagues in the teaching of Design and Technology, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The DT Leader meets the link governor regularly to discuss the development of Design and Technology in school. The Design and Technology Leader has non-contact time allocated in the monitoring schedule for lesson observation to monitor the quality of teaching and learning in Design and Technology.

Extra-curricular activities

Design Technology encourages children to become independent, creative problem solvers and thinkers as individuals, and part of a team. It enables them to identify needs and opportunities and to respond to them by developing a range of ideas and by making products and systems. These traits are then carried on into adulthood. Which is why we feel that instilling a love for Design and Technology from a young age is crucial. During the school year several clubs, events and activities are organised to enhance the curriculum. e.g. cookery club, SASA projects for fundraising, Business Enterprise, whole school DT day and many more. This change on a yearly basis allowing all children the ability to participate during their time at school.

Date: November 2023

Review date: November 2026

Signed: (Chair of Governors)

Anna Edwards

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Mark Oliver