St. John's C. of E.

Blackpool's First Free School 1817

Design & Technology (DT) Policy

'In everything, do to others what you would have them do to you.'
Matthew 7:12

Be Kind Be Forgiving Be a Good Friend Be Honest Love One Another

Be part of our St John's family!

Last updated: Nov 2023 Next review due: Nov 2025

Introduction

At St John's C.E Primary school we believe design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation. (National Curriculum September 2013)

Good design and technology skills provide children with the confidence and ability to express themselves creatively and imaginatively; playing a part in the ethos of school as expressed in our Mission Statement:

"Everyone Matters in God's World."

and also reflects our ethos which, promotes, recognises, celebrates and welcomes diversity, honesty, respect and tolerance. This is rooted in our theological Christian vision:

'In everything, do to others what you would have them do to you.' Matthew 7:12

Our school policy sets out a framework within which teaching and non-teaching staff can operate and gives guidance on planning, teaching and assessment. It should be read in conjunction with the long term school plan, which sets out what the children will be taught throughout their time at St John's. This policy document is designed for all teaching and teaching support staff, school governors, inspection teams and LEA advisor/inspectors. Copies are available on the school Google Drive (whole school information) and can be made available to Governors, student placements and parents on request. A hard copy is available in the Policy folder held in the main office.

Aims

We believe that all children should be provided with the skills and confidence to be able to reach their full potential.

For Design and technology, we aim 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.

Our aim is to provide good quality learning experiences for all pupils. In Design and Technology this includes:

- The provision of appropriate resources.
- The encouragement of pupils to be independent in their learning.
- The teaching of a range of practical and intellectual skills.
- Involvement in cross-curricular design and make projects.
- The provision of extra-curricular clubs, relating to design and technology.
- The celebration of achievement whilst maintaining the highest possible expectations.

Curriculum Provision

Design and Technology, a foundation subject with the National Curriculum is organised into 3 topic areas and taught in each year group. Units of work link together three main types of activity: design and make assignments; focused practical tasks (skills); and product analysis (pupils investigate, disassemble and evaluate existing products)

At each key stage:-

- Pupils are provided with opportunities to integrate with other subjects and develop cross-curricular themes.
- Pupils combine their designing and making skills with knowledge and understanding of materials and technological principles to enable them to design and make products.
- Each year group undertakes an average of at least one significant design and technology activity per term, varying in duration depending on the nature of the activity.
- Design and technology activities are linked to creative curriculum topics, wherever possible.

EYFS

Important design technology skills are addressed through physical development, understanding the world and expressive arts and design.

Pupils learn through practical activities and should be given the chance to:

- Explore activities based on the first hand experiences that encourage exploration, observation, problem solving, critical thinking, decision making and discussion.
- Work in an environment with a wide range of activities indoors and outdoors that stimulate children's interest and curiosity.
- Use a range of tools.
- Work with a range of materials in their activities.
- Use a variety of joining methods and materials to help understanding of design work.

Key Stage One

During Key Stage One, pupils are provided opportunities for:

- Physical modelling of materials and components.
- Oral communication of what they plan to do, are doing and have done.
- Retrospective drawing of what they have made (including some detail and labelling)
- Identifying and naming common tools and materials used in designing and making.
- Simple descriptions of the process of designing and making and explanations of why they have made certain decisions.

Lower Key Stage Two (Year 3 and 4)

At this stage most pupils will:

- Be able to express clearly the purpose of the product and will be able to label sketches.
- Follow simple plans and sequences through flow diagrams.
- Adjust their designs through modelling and making, given the opportunity to evaluate their product and make necessary changes.
- Combine and shape materials to create products which meet their intentions.

Upper Key Stage Two (Year 5 and 6)
By the end of Key Stage Two pupils should be able to:

- Communicate their ideas and explain what they intend to make in written and graphical form, with most of the detail shown.
- Reflect scale and proportion in their drawings, giving details of how parts work and how they fit together, complete with some dimensions.
- Sketch plans and elevations, use symbols and make technical drawings.
- Independently evaluate their own product as an on-going process and make necessary adjustments/adaptations.

Time Allocation
Class teachers are responsible for their own medium-term design and technology planning and are able at their discretion to 'block' units of work in order to address continuity and coverage of the Programmes of Study. The amount of time devoted to design and technology weekly will vary for each year group. Each year group has three design and technology units to cover throughout the year including one 'Cooking and Nutrition' unit.

Planning
Planning is used to set clear, achievable goals, it aims to ensure that work is well matched to pupils' abilities, experiences and interests, as well as ensuring progression throughout the school.

The long term school plan outlines the units of work to be covered from EYFS to Year 6 and the activities included ensure continuity and progression.

Medium term plans provide the key skills and learning intentions for each unit together with the levels of expectation at the end of the unit. Teachers include learning objectives, success criteria, activities and cross-curricular links on the plans.

All plans are available from class teachers and are monitored by the subject leader and SLT. Plans are also made available for support staff working in the classroom during the lesson as appropriate.

Assessment
At St John's C.E Primary School assessment is a continuous process, integral to teaching and learning and central to curriculum planning. It is used to inform future planning and to provide information about individuals throughout their time in our school.

Formative assessment techniques will ensure that teachers assess the on-going design process and not just the finished products or outcomes:-

- Teacher's observations of pupils.
- Teacher-pupil discussion and questioning.
- Pupil's drawings, notes, models, comments and written work.
- Pupil's on-going analysis of their achievements.
- Photographs of children engaged in the design process.
- Use of ICT.

Summative assessment of pupil's progress will be included in the topic 'pink books' where examples of work will be displayed.

Special Educational Needs and Disabilities
For general provision for children with Special Educational Needs please see our Special Educational Needs Policy.

Class teachers provide differentiated learning opportunities to meet the needs for all pupils. Design and technology, in particular, offers the opportunity for pupils to achieve in a practical subject, as they are encouraged to communicate in different ways other than written work.

Resources
A variety of design technology resources are available for D.T lessons throughout school. Some are located in individual classrooms and in the riso room. The subject leader has an up-to-date list of these. Resources for design technology are constantly being evaluated and updated. Each member of staff is invited annually to submit a list of resources they require to meet National Curriculum requirements; this is then used by the subject leader to feed into the Subject Development Plan. Resources are maintained by and re-ordered by the design and technology subject leader.

Equal Opportunities
Equal opportunities at St. John's School are carried out according to our agreed Equal Opportunities Policy. All teaching and non-teaching staff are responsible for ensuring all pupils irrespective of gender, ability, ethnicity and social circumstances, have access to the whole curriculum and opportunities to make the greatest possible progress in all areas of the curriculum whilst in our school.

Parental Involvement
Children always benefit if their parents are fully involved with all aspects of their child's education. Parental support for the curriculum is always welcomed and parents are encouraged to support homework projects related to design and technology as appropriate. They are also welcomed into school to take part in Parent Afternoons looking at displays of work with their children.

School Training/INSET
INSET and training is carried out in line with the agreed Staff Development Policy.

Staff development needs in Design and technology are identified through monitoring, curriculum reviews, evaluations and the system of performance management. These needs are highlighted as part of the subject leaders Development Plan, which subsequently becomes part of the School and Staff Development Plans. Individual members of staff, supported by the subject leader, evaluate the effectiveness of training

The Role of the Subject Leader
The Design and technology leader is responsible for the leadership of design and technology throughout the school. This includes:

- Ensuring continuity and progression in Design and technology across the school.
- Preparing and updating the school Design and technology policy.
- Advising and supporting colleagues when necessary.
- Specifying and ordering resources in consultation with staff.

- Organising relevant CPD opportunities for members of staff or delivering INSET/staff meetings linked to Design and Technology.
- Monitoring and maintaining condition and availability of resources.
- Monitoring teaching and learning in design and technology including planning, talking to pupils, scrutiny of work, collecting evidence, monitoring 'pink books'. Report back to SLT/Head teacher when necessary.

Health and Safety

It is the teacher's responsibility to ensure a safe working environment and the safety of the teaching equipment should be reviewed regularly. Electrical equipment and knives should only be used under close supervision of the teacher or responsible adult. If necessary, teachers should discuss with subject leader before using design and technology equipment.