



[Design Technology Policy](#)

[Mission Statement:](#)

St Mary's is a welcoming school who: learn together; live out Catholic values; celebrate all achievement and believe all is possible in Christ's hands.

[Intent](#)

From their first day to their last at St Mary's, we support our children on a journey of learning and faith.

In learning, we want our children, by the time they leave our school: to be numerate and literate, to have received their full entitlement in all areas of the curriculum, and to have the opportunities to succeed in areas of particular interest to them.

Design and Technology is an inspiring, rigorous and practical subject. Design and Technology encourages children to learn to think and intervene creatively to solve problems both as individuals and as members of a team. At St Mary's, we encourage children to use their creativity and imagination, to design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. We aim to, wherever possible, link work to other disciplines such as mathematics, science, computing and art. The children are also given opportunities to reflect upon and evaluate past and present design technology, its uses and its effectiveness.

As children progress through KS1 and KS2 we want them to:

- 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 and 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. Children will design and make a range of products. A good quality finish will be expected in all design and activities made appropriate to the age and ability of the child

Children learn how to take risks, becoming resourceful and innovative. 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.

[Implementation](#)

[Design Technology Curriculum:](#)

Design Technology units of learning are timetabled at least three times throughout the year. Through a variety of creative and practical activities, we teach the knowledge, understanding and skills needed to engage in an iterative process of designing and making.

When designing and making, the children are taught to:

Design

- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional diagrams, prototypes, pattern pieces and computer-aided design

Make

- select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing) accurately
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world

Technical knowledge

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- understand and use mechanical systems in their products
- understand and use electrical systems in their products
- apply their understanding of computing to program, monitor and control their products

Roles and Responsibilities:

The Design Technology Subject Leader will:

- Manage the implementation of the school policy, updating the policy and scheme of work on a regular basis in line with new initiatives
- Order, update and allocate resources
- Identify needs and arrange INSET so that all staff are confident in teaching and assessing Design Technology
- Keep abreast of new developments and communicate these to staff
- Take an overview of the whole school planning to ensure that there is continuity and progression between year groups
- Support staff in developing pupils' capability within Design Technology
- Attend appropriate courses and maintain links with the Lancashire advisory team
- Monitor and evaluate standards in teaching and learning in Design Technology e.g.: looking at pupils' work and conducting pupil interviews
- Contribute to the School Development Plan on an annual basis to maintain and raise standards
- Report to governors
- Use assessment of Design Technology to inform future planning
- Identify opportunities for Design Technology in the wider school curriculum.

The class teachers will:

- Plan and deliver Design Technology lessons to their class.

- Assess the work and progress of pupils and communicate to the subject leader.
- Identify any other opportunities for Design Technology in the wider school curriculum.
- Have responsibility for the teaching, learning and assessment of Design Technology and report on pupil progress to parents.

Impact

Assessment, Record Keeping and Reporting:

St. Mary's aims to establish resourceful, innovative and creative learners, who develop a critical understanding of Design Technology's impact on daily life and the wider world. Children will have embedded the key design technology skills set out in the National Curriculum to allow them to produce unique prototypes and products. Creativity will be celebrated through DT Exhibitions and displays throughout the school. Assessment is formative and used to support teaching and learning. Pupil attainment is recorded in a manner to assist the class teacher, inform the subject leader of standards and to report attainment to parents.

Review:

The subject leader will review the policy annually. Policy produced May 2023.