

St. Oswald's Catholic Primary School Design and Technology Policy 2020/21

Written by: Mrs Hart – DT leader

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Love Jesus, Love Learning, Love Each Other.

St. Oswald's Catholic Primary School

Design Technology Policy– Intent, Implementation and Impact – 2020-21

Design Technology Leader – Mrs Hart

As a school we ensure that all children and staff are treated fairly and equally. All children have equal rights to access all areas of the curriculum, regardless of race, gender and disability. Within this subject area, the SMT and all staff endeavour to provide the appropriate provision for this to occur. This policy follows the guidelines and practices that are stated and outlined in St. Oswald's Equality Scheme.

INTENT

Design and Technology prepares children to participate in the development of tomorrow's rapidly changing world and to develop a curiosity and interest within it. The subject encourages the children to think creatively and become imaginative problem solvers as individuals and as members of a team. It allows the children to be given opportunities to learn about the subject by evaluating, designing and making. We encourage the children to use creativity and imagination, designing and making products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values.

Our Intention for Design and Technology at St. Oswald's is:

- To create an interest and enthusiasm for designing and making for children of all abilities and develop these skills;
- To develop children's confidence and skills in using and selecting a range of tools and materials safely;
- To develop their knowledge and understanding and combine these with their design and making skills in order to develop their capability in creating high quality products;
- To reflect on and evaluate present and past design and technology, its uses and its impact;
- To help children develop an ability to criticise constructively and evaluate their own products and those of others;
- To use computing to assist with the design and making;
- To apply the principles of nutrition, basic hygiene and learn how to cook
- To ensure all of our pupils fulfil the expectations of the National Curriculum 2014;

IMPLEMENT

How we implement Design and Technology at St. Oswald's:

The school uses a variety of teaching and learning styles in design and technology lessons. We have termly focuses on design and technology. Teachers encourage the children to apply their knowledge and understanding when developing ideas, planning and making products and then evaluating them. This is done through whole class teaching and

individual/ group activities incorporating the three types of activity through which children can develop their knowledge, skills and techniques:

- design and make assignments;
- focused practical tasks;
- Investigating, disassembling and evaluating activities.

They have the opportunity to use a wide range of resources including ICT. Pupils are interactive throughout the lesson and not passive.

Work is recorded in a number of ways: Art and Design Workbooks, photographs and videos, Twitter and observations so that lessons can be adapted and TAs deployed to support.

We encourage the children to use and apply their learning in everyday situations and contextualise the learning by making links with our topics in Science, History and Geography. We also engage in STEM activities across school.

In all classes there are children of differing design and technology ability. We recognise this fact and 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 – in some lessons through differentiated group work, and in other lessons by organising the children to work in pairs on open-ended problems or games. We use teaching assistants to support some children and to ensure that work is matched to the needs of individuals. Teaching assistants are used to support and challenge. They work with a range of abilities and are not merely there for the SEN/D pupils.

We carry out the curriculum planning in design technology in three phases (long-term, medium-term and short-term). The National Curriculum programmes of study for teaching gives a detailed outline of what we teach in the long term, while our yearly teaching programme identifies the key objectives in design technology that we teach in each year. The New Curriculum is used throughout the school.

Our medium-term design technology plans, are linked to the text based curriculum where possible.

Short term planning is teacher screens.

We teach design and technology to all children, whatever their ability. It is part of the school curriculum policy to provide a broad and balanced education to all children. We provide learning opportunities that are matched to the needs of children with learning differences. However, a pupil whose differences are severe or complex may need to be supported with an individual programme in the lesson.

Assessment and recording

We assess children's work in design technology from three aspects (long-term, short-term and medium-term). We make short-term assessments which we use to help us adjust our plans. These short-term assessments are closely matched to the key objectives and Target Tracker skills.

We make long-term assessments towards the end of the school year. Parents are given the opportunity to look through the children's workbooks and discuss their child's progress

parents at parent interviews. We pass this information on to the next teacher and the Head teacher at the end of the year, so that they can plan for the new school year.

Marking and feedback of design technology is ongoing throughout the lesson and this is in line with the feedback and marking policy. This can be through verbal feedback, self-marking and /or teacher marking. Teachers are encouraged to give ongoing feedback throughout the lesson to individuals and groups of pupils so that pupils are progressing well and misconceptions are quickly picked up. Staff are not expected to write marking comments in individual books, but they will complete a feedback sheet where necessary so that they can pick up pupil misconceptions and plan for future learning.

Pupils must correct work in green pen and they must have opportunities to revisit work quickly if there are clear misconceptions.

Resources

There is a range of resources to support the teaching of design technology across the school. All classrooms have a range of basic resources with more specialised equipment being kept in the design and technology room (this room should only be accessed by staff).

The design technology Leader consistently monitors the implementation of the design technology curriculum at St. Oswald's and carries out analysis of results each term, feeding back to SLT and staff.

The Impact of Design and Technology at St. Oswald's

- Children achieve very high standards in design and technology;
- The vast majority of children achieve their year group expectations;
- The vast majority of children make 6 steps of progress each year;
- Children are resilient and relish opportunities to apply their design technology skills.
- Children have a, "Can do," attitude to design technology;

DESIGN AND TECHNOLOGY FROM SEPTEMBER 2020 IN RESPONSE TO COVID-19

Intent:

- ✓ to use resources from Kapow to plan an effective catch up for all of our pupils;
- ✓ to use pre-learning activities to ensure planning is matched to where individuals are at;
- ✓ to build the confidence, resilience and competence with DT skills post lockdown;
- ✓ to ensure all pupils access resources;
- ✓ to ensure the language of DT is maximised in lessons and across other subjects to enhance pupil confidence further;
- ✓ to identify gaps from 2019-20 and plan catch up opportunities to fill these gaps
- ✓ to ensure all of our pupils fulfil the expectations of the National Curriculum 2014.
- ✓ to use Seesaw to maintain the learning journey if the class goes into isolation.

- ✓ Monitor closely the progress and development of the vulnerable groups throughout the school.
- ✓ Identify individuals early who need additional intervention and support to continue to develop in their DT learning.
- ✓ Form greater links between home and school through Seesaw so that parents develop a greater awareness of how they can support their child in DT.

Implementation:

- Teachers will use the Kapow resources to support them with their teaching. These have clear progression and understanding.
- Teachers will plan in relevant opportunities to apply DT across different areas of the curriculum making links with texts if possible.
- Termly reviews of Target Tracker statements based on observations and work completed will be carried out. Evidence will be on Seesaw and in the class work books if pupils are working in school.
- CPD for staff making use of Kapow will support with knowledge and understanding of how to implement the curriculum coherently and effectively.
- Provision for home learning will take into account resources available to pupils and will ensure that no child is disadvantaged.

Impact:

- Children by the end of the year will have shown sufficient progress – it is difficult to define, “sufficient,” as the pandemic is ever-changing;
- The vast majority of pupils will be performing mostly within age-related expectations;
- Children will report that they enjoy DT and can apply their skills carefully across the curriculum.
- Seesaw illustrates the confidence pupils have to apply their DT skills.
- Pupils are resilient and can apply DT skills in real life contexts.