

Design Technology Policy

'You have in you a spiritual gift which was given to you when the prophets spoke and the body of elders laid their hands on you; do not neglect it. Let this be your care and your occupation, and everyone will be able to see your progress.'

1 Timothy: 14-15



'Feeding Hearts and Minds'

The peace, joy and love of Christ is at the heart of all that we do in our school. Through religious education, school policy and, primarily, our culture of prayerfulness, charity and joy, we seek to share the Gospel with our families, our parish, our community and the wider world.

Using the example of Jesus Christ, we cultivate the skills of heart and mind that allow us to develop our talents and take a shared responsibility for ourselves, each other and the world He gave us. We profess our faith proudly and recognise that we are called to a loving relationship with God through the sacraments, scripture and prayer.

Our school is animated by love and our shared faith and clear values drive our behaviour and our relationships; we are tolerant and respectful of the unique value of each person. Our individual needs and talents are recognised and nurtured in a warm, inclusive environment where we are able to use our gifts for the glory of God and in loving service of others.

We have excellent role models who empower us to believe in ourselves and provide us with an outstanding education and a wide range of opportunities – our aspirations for the future are high and we believe that through God's grace we can grow, learn and realise our full potential.

This policy was developed as part of a consultation process involving pupils, staff, parents and Governors of The Blessed Sacrament Catholic Primary School, based on best practice advice from Lancashire County Council.

This policy should be read in conjunction with the following documents:

- Teaching and Learning Policy
- Marking and Feedback Policy
- Handwriting Policy (Appendix A)
- Assessment Policy
- Inclusion Policies
- Health and Safety Policies

DESIGN TECHNOLOGY STATEMENT OF INTENT

The Design Technology curriculum at The Blessed Sacrament Catholic Primary School is designed to offer all our pupils the opportunity to engage in practical activities which develop skills which can be used beyond the classroom.

Design technology is taught as a unit at least once a term often enhancing cross-curricular links. Each unit allows pupils to develop their design, making and evaluation skills as well as building on their technical knowledge.

It is our intention that all pupils use their own imagination and creativity skills to solve real-life problems as they are taken through the design, make and evaluate process. Opportunities are given to develop technical skills which are built on and developed as they progress through school. Where appropriate, the design technology projects will allow pupils to use their mathematics, science, engineering, computing and art skills.

At the Blessed Sacrament Catholic Primary School, we want pupils to be inspired, ambitious and feel a sense of achievement. With this in mind, quality materials are provided which allow them to make products which are effectively constructed and aesthetically pleasing.

TEACHING AND LEARNING IN DESIGN TECHNOLOGY

The school will teach Design Technology in accordance with the requirements of the National Curriculum 2014.

At The Blessed Sacrament Catholic Primary School, we will provide opportunities that will enable learners 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
- 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.

DESIGN TECHNOLOGY IN EYFS

Design Technology in EYFS is taught in line with the statutory framework for EYFS. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Pupils are given opportunities to be creative and develop key skills and techniques, particularly fine motor skills. Evidence of work is recorded in various ways including observations, oral and written responses, photographs, completed models.

DESIGN TECHNOLOGY IN KEY STAGE ONE

In KS1, we recognise the importance of relating Design Technology projects to the lives, interests and experiences of our pupils. Pupils will be taught the knowledge, understanding and skills needed to engage in the process of designing and making in context. They will learn to design purposeful, functional, appealing products for themselves and others based on design criteria and to communicate their ideas through talking and drawing. They learn to select from and safely use a range of tools and equipment to perform practical tasks and to choose from a wide range of materials and components. They also learn to explore and evaluate their design and product. Pupils will be encouraged to work with as much independence as possible ensuring that their final products are a reflection of their skills and give pupils a feeling of personal success.

At The Blessed Sacrament Catholic Primary School we recognise that learning how to cook is a crucial life skill, therefore at least one Design Technology unit in each year group will relate to cooking/nutrition.

DESIGN TECHNOLOGY IN KEY STAGE TWO

In KS2, pupils will build on the knowledge, understanding and skills needed to engage in the process of designing and making. Pupils will research existing products, develop design criteria and learn to generate, develop, model and communicate their ideas through diagrams and prototypes. They will select from and safely use a range of tools, equipment, materials and components, to perform practical tasks accurately. Pupils will evaluate their own and consider the views of others to improve their work. Pupils will be encouraged to work with as much independence as possible ensuring that their final products are a reflection of their skills and give pupils a feeling of personal success.

At The Blessed Sacrament Catholic Primary School we recognise that learning how to cook is a crucial life skill, therefore at least one Design Technology unit in each year group will relate to cooking/nutrition.

PLANNING FOR DESIGN TECHNOLOGY

As a staff team we have developed a curriculum which meets the needs of our pupils. We follow the National Curriculum requirements to ensure coverage of all key areas of learning throughout Key Stage One and Key Stage Two. We use these as the basis for our half termly overview which is broken down further within our medium-term planning. The class teacher keeps these plans in their planning file. We ensure that there are opportunities for children of all abilities to develop their skills,

knowledge and subject-specific vocabulary in each unit. We plan progression into the schemes of work, so that the children are increasingly challenged as they move through the school.

ASSESSMENT IN DESIGN TECHNOLOGY

At The Blessed Sacrament Catholic Primary School, assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate differentiation. Teachers assess the on-going design process, and not just the finished products or outcomes of children's work, to ensure that understanding is being achieved and that progress is being made. After each unit has been taught teachers complete an assessment document, which allows class teachers and subject leaders to track standards within Design Technology and to direct any CPD and support where appropriate.

RESOURCES

Pupils must be taught to use tools and equipment in a sensible, safe and efficient manner.

TOOLS/EQUIPMENT

A range of Design Technology tools and resources are kept in a central store, this includes cooking equipment and tools for manipulating materials eg saws, glueguns. Class teachers are responsible for ensuring that anything they access from the central store is safe/fit for purpose and is replaced tidily after use. Damaged resources must be disposed of safely and the Design Technology leader informed if anything needs replacing.

PROJECT SPECIFIC MATERIALS

The materials needed for projects must be budgeted for and ordered by the class teacher. At the Blessed Sacrament Catholic Primary School, we want pupils to be inspired, ambitious and feel a sense of achievement. With this in mind, teachers are encouraged to purchase quality materials which allow pupils to make products which are effectively constructed and aesthetically pleasing. Ideally all pupils should be able to take home any completed models or products.

PROFESSIONAL DEVELOPMENT AND TRAINING

The Design Technology subject leader is responsible for ensuring that all staff are adequately trained so that they are able to deliver the curriculum effectively. This may include: organising CPD; leading staff meetings; sharing resources for planning and teaching; supporting colleagues as necessary. Regular communication with staff will be sustained and all staff can speak to the subject leader if they require any further support.

HEALTH AND SAFETY

All staff are expected to be aware of any risks involved in Design Technology activities. Teachers should plan appropriately, adhering to school and Lancashire policies for health and safety when using equipment and carrying out Design Technology tasks.

In addition to Health and Safety policies, Teachers are to take guidance from the 'BE SAFE' handbook (see STEM faculty lead). Further advice can be found on the CLEAPSS website www.cleapss.org.uk (see Design Technology subject lead/STEM faculty lead for login if needed).

Staff need to ensure all participants in the activity engage in the task safely. Pupils need to be consulted before and throughout lessons about the health and safety measures required. They must be taught to care for and use equipment appropriately and be aware of risks associated with using potentially dangerous equipment, eg. hot glue guns and cutting equipment.

When undertaking Food and nutrition aspects of Design Technology, staff must ensure good levels of food hygiene are taught and adhered to. They must also be aware of the dietary requirements of the class, ensuring that appropriate measures are taken to protect pupils and staff with food allergies and intolerances.

Any accidents or incidents should be reported promptly in line with school procedures.

ROLES AND RESPONSIBILITIES

CLASS TEACHER

- To plan engaging and inspiring Design Technology lessons in line with school policy.
- To be responsible for keeping assessment documents for their class up to date.

SUBJECT LEADER

- Ensure curriculum progression through the school.
- Monitor and review the Design Technology Curriculum, pupils' standards and teaching of the subject.
- Maintain resources, their storage and availability.
- Support and advise colleagues about Design Technology.
- Encourage and seek out staff development keeping staff informed of relevant courses and encouraging shared learning experiences.
- Facilitate and arrange any Design Technology themed weeks / days.

HEADTEACHER

- Supporting members of the STEM faculty.
- Allocating the budget.

MONITORING AND EVALUATION

Design Technology will be predominately monitored a member of the STEM faculty team.

Monitoring may take many forms including:

- Learning walks
- Work scrutiny
- Planning/Assessment overviews checked
- Pupil voice
- Lesson observation

Feedback and evaluation

- Key strengths will be identified along with issues for attention.
- Teaching of Design Technology will be kept under regular review, as part of our on-going school development plans and monitor the effectiveness of this policy.

INCLUSION

It is the responsibility of all teachers to ensure that all pupils, irrespective of gender, ability, including gifted pupils, ethnicity and social circumstance, have access to the curriculum and make the greatest progress possible.

SEND PUPIL

The School's Policy document for Special Educational Needs explains in full the procedures which are in place for providing for pupils with Special Educational Needs. Within Design Technology, tasks, and where necessary equipment, are differentiated to ensure access to the National Curriculum and to offer activities which are relevant to the conceptual development of the child.

AGT PUPILS

Pupils with above average ability are to benefit from a curriculum which offers challenge and opportunities for investigation in order to extend their learning. We aim to give very able pupils the opportunity to extend their design technology through extension activities such as encouraging creative and independent thinking through child led design challenges.

EAL PUPILS

Pupils with English as Additional Language may need support with subject specific language and vocabulary to access the curriculum. They may need flexibility in recording methods and some individual teaching of key vocabulary and skills.

MOBILE PUPILS

The school has a number of children who enter at year groups other than Reception. These children are given full access to the Design Technology curriculum and given the same opportunities as all. Teachers will need to be aware of ensuring any gaps in prior knowledge are identified and filled.

PPG PUPILS

Pupils from challenging home backgrounds may not have had the same life experiences as children from more financially secure backgrounds. These children may need additional opportunities so that they are not disadvantaged in their learning, such as:

- Opportunities to handle materials and equipment that they are less familiar with.

- Financial support may also be needed for activities that may incur a charge eg baking club.



Design Technology Policy

April 2019

The implementation of this policy will be monitored by DT leader in consultation with STEM faculty lead.

This policy will be reviewed as appropriate by the FCC committee on behalf of The Governing Body.

Intended Policy Review Date – July 2022

Approved by: _____ (Headteacher)

Date: _____

Approved by: _____ (Governor)

Date: _____