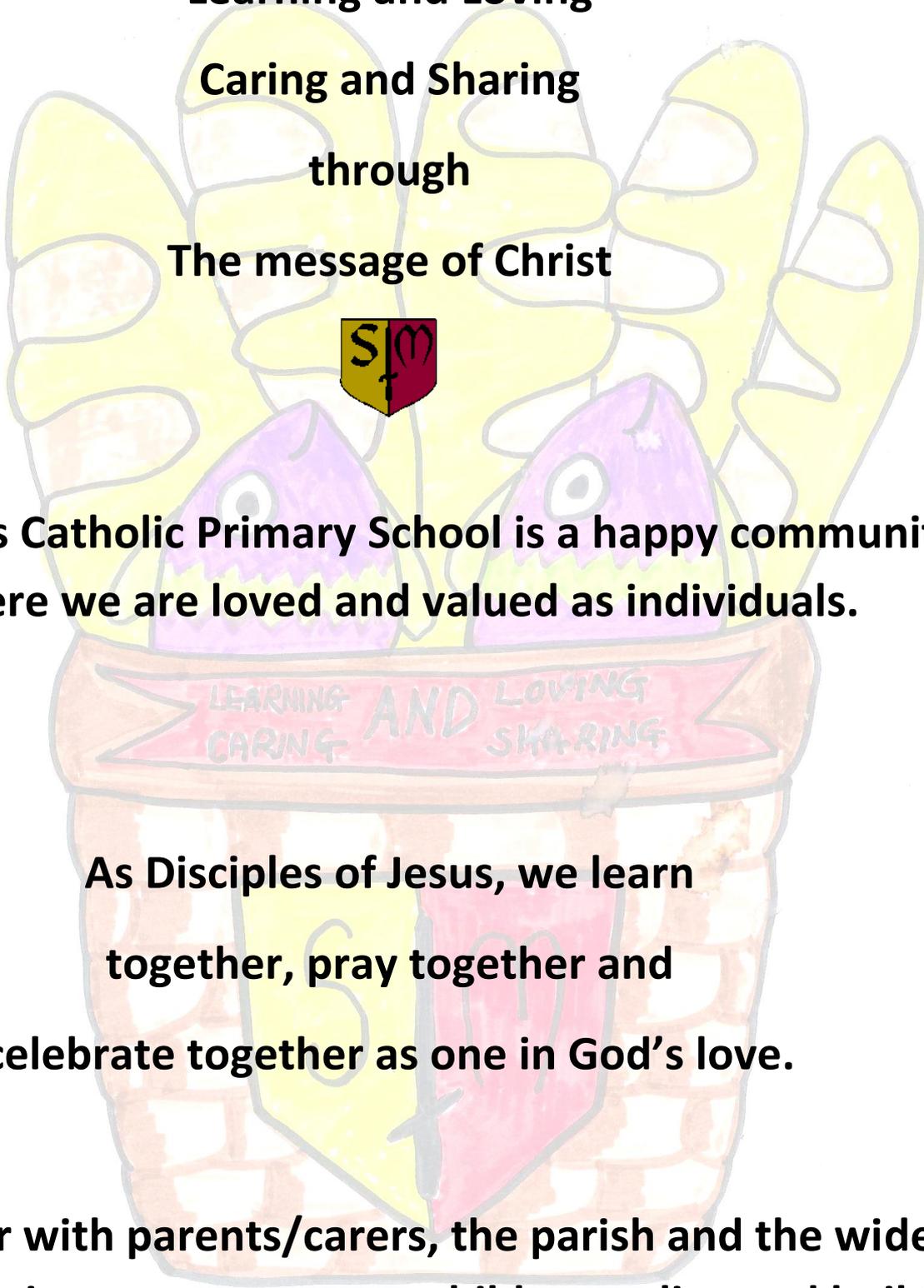


St Mary's Catholic Primary School



Design and Technology Policy



**Learning and Loving
Caring and Sharing
through
The message of Christ**

**St Mary's Catholic Primary School is a happy community
where we are loved and valued as individuals.**

**As Disciples of Jesus, we learn
together, pray together and
celebrate together as one in God's love.**

**Together with parents/carers, the parish and the wider
community, we prepare our children to live and build
God's kingdom on earth.**

Introduction

Design and Technology encourages children to learn to think and intervene creatively to solve problems both as individuals and as members of a team. They are taught to look for opportunities and to respond to them by developing a range of ideas and making a range of products. The children are also given opportunities to reflect upon and evaluate design technology, its uses and its effectiveness and are encouraged to become innovators.

Aims of Design Technology:

to develop children' designing and making skills,

- to teach children the knowledge and understanding, within each child's ability, that will be required to complete the making of their product,
- to teach children the safe and effective use of a range of tools, materials and components,
- to develop children's understanding of the ways in which people have designed products in the past and present to meet their needs,
- to develop children's creativity and innovation through designing and making,
- to develop children's understanding of technological processes, their management and contribution to society.

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

The work covered in each year group ensures a balance of:

- investigative, disassembly and evaluative activities,
- focused practical tasks,
- designing and making assignments

Principles of Teaching and Learning

Design and Technology will engage the children in a broad range of designing and making activities which involve a variety of methods of communication, eg speaking, designing, drawing, assembling, making, writing and using information and communication technology. These activities can be differentiated through careful planning and the selection of resources which are appropriate for different ages and abilities. All children must be encouraged to design and make. Projects are taught in blocks which allows for more effective learning in which teachers can focus on DT skills. Teachers will ensure that they have a clear idea of the skills, knowledge and understanding to be taught in each unit of work that are indicated in the “minimum framework”. Units of work have been selected and planned to ensure a balance of materials, skills, knowledge and understanding throughout each Key Stage. Units of work are planned to include designing and making assignments (DMAs) supported by focused practical tasks or skills teaching (FPTs) and work involving reviewing existing products (IDEAs). All children should have a breadth and balance of experience. Care should be taken to ensure activities do not have a gender bias.

Relationship to other Subjects

Design & Technology is taught as a subject specific activity through a combination of whole class teaching, group work and individual work. Cross-curricular links are identified when appropriate. e.g the children can apply scientific and mathematical knowledge to create products which are functional.

Equal Opportunities and Special Needs

Teachers ensure that children have access to the range of Design & Technology activities and use opportunities within Design & Technology to challenge stereotypes. Children are encouraged and supported to develop their Design & Technology capability using a range of materials. Teachers differentiate activities within Design & Technology to ensure that the specific needs of individual children are best met.

Assessment, Reporting and Recording

The children's theme workbooks are a good source of evidence of good practice. On-going, informal assessment takes place throughout the topic both during and a formative assessment is completed at the end of each unit by using NC levels. An annual report to parents details progress and achievements made in designing and making.

Hygiene and Safety

It is important that children are taught essential life skills to enable them to participate confidently and safely in designing and making in society. Teachers have a duty to introduce children to a wide variety of production processes and the correct tools for the task. Children must design considering health and safety issues and consequences and operate in a safe and hygienic manner when designing. The subject leader, if required, supports teachers to teach the skills necessary ensuring that children can design and make safely.

Literacy and Numeracy Framework

Planning has been adapted to incorporate cross curricular links using the LNF. Tasks are set that introduce, consolidate, apply and make progress in specific numeracy and literacy skills.

Role of the co-ordinator

The co-ordinator will:

- lead the development of design and technology in the school
- provide guidance to individual members of staff
- keep up to date with local and national developments in design and technology and disseminate relevant information
- lead one staff meeting per updating staff on new tools, materials etc. (dependent on school development plan)
- review and monitor the success and progress of the planned units of work
- monitor and evaluate standards in the subject. This will be conducted in line with the school's agreed policy on monitoring and evaluation and will include: reviewing teachers' planning, collecting

samples of children's designing and making from each unit of work
(see above), *observing teaching*.

Ruth Edwards and Elin Astbury reviewed November 2017.