



Our Lady of the Rosary
Catholic Primary School

Design and Technology Policy

2021-2

Rationale:

At Our Lady of the Rosary Catholic Primary School we believe that all pupils should be exposed to creativity consistently throughout their education. Design and Technology aims to inspire children through a broad range of practical experiences to create innovative designs which solve real and relevant problems within a variety of different contexts.

Vision:

Our vision is to inspire pupils' to produce creative, imaginative work with a clear purpose. To achieve this, we offer a structure and sequence of lessons to help teachers ensure they have covered the skills required to meet the aims of the National Curriculum. The Design and Technology process encourages children to identify real and relevant problems, critically evaluate existing products and then take risks and innovate when designing and creating solutions to the problems. Our ultimate goal is for children to be imaginative and innovative problem solvers with a broad in-depth understanding of techniques.

Role of Design and Technology:

For Design and Technology, we use medium term planning to define the clear stages of understanding to ensure effective learning. Teachers use powerpoints to plan individual lessons to create depth in all children's understanding. We teach the knowledge, skills and understanding as set out in the National Curriculum. The Design and Technology co-ordinator scrutinises and monitors planning, making changes as and when necessary.

Aims:

- To have the opportunity to explore their ideas and record their experiences, as well as exploring the work of others and evaluate different creative ideas.
- To become confident and proficient in a variety of techniques.
- To use technical vocabulary accurately and pupils are expected to know, apply and understand the matters, skills and processes specified.
- To develop their interest and curiosity about Design and Technology through a series of lessons offering skills progression, knowledge progression and offering children the opportunity to ask questions and demonstrate their skills in a variety of ways.
- To offer the chance for children to develop their resilience through Design and Technology by problem solving in their creative process.

Foundation Stage

Design and Technology is taught in the Foundation Stage (Nursery and Reception) within provision. Design and Technology is related to the topics and interests taught throughout the year. Design and Technology makes a significant contribution to a child understanding their own creativity.

Progression and Continuity

We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit and we build planned progression into the scheme of work so that the children are increasingly challenged as they move through the school. A variety of teaching methods are employed suited to the abilities and interests of the children.

Teachers will lead Design and Technology with confidence to teach a clear progression of skills and knowledge. Collaborative planning lies at the heart of our curriculum implementation. We are committed to improving dialogue across phases; with primary colleagues working closely together to develop high quality units of work.

An important aspect of each half term is that time is built in to reflect, evaluate and improve on prototypes using design criteria throughout to support this process. Opportunities are provided for children to evaluate key events and individuals who have helped shape the world, showing the real impact of design and technology on the wider environment and helping to inspire children to become the next generation of innovators

Assessment and record keeping

We assess children's work in Design and Technology by making informal judgements as we observe children doing each Design and Technology lesson. We measure the impact through key questioning skills that are built into lessons that aim at targeting next steps in learning.

On completion of a piece of work, the teacher collects evidence and children's contributions to build the class floor book to show their learning progression.

Children show competences in improving their resilience and perseverance by continually evaluating and improving their work. All children in school can speak confidently about their Design and Technology projects and the skills they acquired in order to complete it.

The Design and Technology coordinator keeps samples of children's work, photographs of the displays in common areas and extracts of pupil voice. This helps to demonstrate what the expected level of achievement is in Design and Technology for each age group in the school.

Additional Educational Needs

We teach Design and Technology to all children whatever their ability.

We provide learning opportunities matched to the needs of children with learning difficulties and we take into account the targets set for individual children in their SEN plan.

We also recognise that in all cases there are children of widely different abilities in Design and Technology and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- Setting common tasks which are open-ended and can have a variety of responses
- Setting tasks of increasing difficulty (not all children complete all tasks)
- Grouping children by ability and setting different tasks for each ability group.
- Providing resources of different complexity depending on the ability of the child.
- Where possible, using classroom assistants to support children individually or in groups.

The contribution of Design and Technology to other subjects

Design and Technology has many cross-curricular links with other subjects across the curriculum. These are recognised and promoted by staff through planning and activities.

Resources

In school, we have a range of Design and Technology resources to achieve a broad and balanced curriculum. Staff are encouraged to enhance children's understanding by developing a range of techniques such as mechanisms and structures. With the support of the coordinator, teachers source the required resources for each unit.

The role of the coordinator

The coordinator will be responsible for the following aspects of Design and Technology:

- Advising on resources and planning how the budget allocated to Design and Technology will be spent.
- Clarifying areas of uncertainty
- Monitoring the record keeping and assessment
- Monitoring the progress of Design and Technology teaching
- Preparing and updating documentation relevant to the teaching and learning of Design and Technology
- Organising and delivering relevant CPD

Monitoring and Evaluation

Monitoring and evaluation will be in line with the School Improvement Plan. The Design and Technology coordinator and Senior Leadership Team will monitor each pupil's progress and standards on an ongoing basis by:

- Monitoring teachers' planning
- Sampling children's work
- Feeding back information to inform future planning.