Our Lady of the Rosary Catholic Primary School

Design and Technology Policy

Autumn 2023

Rationale:

Design and Technology is a practical and extremely valuable subject. It enables children and young people to actively contribute to the creativity, culture, wealth and well-being of themselves, their community and their nation. It teaches them how to take risks and so become more resourceful, innovative, enterprising, innovative and capable. It encourages them to develop a critical understanding of the impact of design and technology on daily life and the wider world. It also provides excellent opportunities for children to develop and apply valuable judgements of an aesthetic, economic, moral, social and technical nature both in their own designing and when evaluating the work of others.

Vision:

Our Design Technology curriculum aims to excite and ignite our pupils' interest in design and technology and prepare them to participate in the development of a rapidly changing world. In each unit of work, they design and make products for a specific need or purpose - solving real and relevant problems within a variety of contexts. Through carefully constructed sequences of learning, they are taught about the world we live in and develop a wide range of skills embedded through the threshold concepts of designing, making, evaluating and problem solving – they are exposed to an abundance of technical knowledge in each and every lesson.

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

In EYFS, pupils will be introduced to Cooking & Nutrition by preparing and tasting a range of fruits. Design skills will be developed through junk modelling, providing opportunities to use a range of motor skills. Further to this, 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 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 taskto 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 arerecognised 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 coordinatorand 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.