

Our Lady's RC Primary School



Design and Technology Policy

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Signed: _____ (Person Responsible) **Date:** _____

Signed: _____ (Headteacher) **Date:** _____

Signed: _____ (Chair/Governor) **Date:** _____

"Learning and loving together; we grow with Jesus"

Our Core Values

During Summer 2020 workshops, we revisited both our Mission Statement and Core Values. This involved everyone in discussion, reflection and prayer about the values, Mission and Aims of our Catholic school. There was a calling to all to re-commit to our purpose and to work together to understand our roles and responsibilities as part of Our Lady's



During the workshops, the feedback from parents, and the views expressed by the children during sessions played a prominent role in the decisions we made.

Our Mission Statement is:

"Learning and loving together; we grow with Jesus"

The Core Values that provide the foundation for that Mission are:

**Faithful
Nurturing
Respectful**

**Positive
Forgiving
Honest**

**Safe
Fair**

NURTURE

The School's six nurturing principles sum up our practice and theory. They underpin the context, organisation and curriculum.

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. the importance of nurture for the development of wellbeing
4. Language as a vital means of communication
5. All behaviour is communication
6. The importance of transition in children's lives



Our Mission is represented by this design. As with the statement itself, the logo was developed by all stakeholders, with the children in particular providing the symbolic ideas of **growth – the tree, love – the hearts** and **Christ – the Cross**



Our Lady's R.C. Primary School

Design Technology Policy statement

Introduction

Design and technology prepares children to take part in the development of tomorrow's rapidly changing world. The subject encourages children to become autonomous and creative problem-solvers, both as individuals and as part of a team. It enables them to identify needs and opportunities and to respond by developing ideas and eventually making products and systems. There are opportunities to reflect on and evaluate present and past design and technology, its uses and its impacts. Design and technology helps all children to become discriminating and informed consumers and potential innovators.

Vision statement

At Our Lady's RC Primary School we intend to build a Design Technology curriculum which develops learning and results in the acquisition of knowledge and skills. Children will know more, remember more, understand more and apply newly found skills and knowledge. We intend to design a Design Technology curriculum with appropriate subject knowledge, skills and understanding as set out in the National Curriculum Programmes of study. This will enable us to provide a broad and balanced curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences in later life.

Aims and objectives

Through the teaching of Design and Technology the staff at Our Lady's strive:

- to develop imaginative thinking in children and to enable them to talk about what they like and dislike when designing and making;
- to enable children to talk about how things work, and to draw and model their ideas; to encourage children to select appropriate tools and techniques for making a product, whilst following safe procedures;
- to explore attitudes towards the made world and how we live and work within it; to develop an understanding of technological processes, products, and their manufacture, and their contribution to our society;
- to foster enjoyment, satisfaction and purpose in designing and making.

Organisation

Design and technology is a foundation subject in the National Curriculum. Our school use the national scheme of work as the basis for its curriculum planning in design and technology. This is further developed by our progression of skills document.

The coverage of Design Technology is intertwined with Topics in each year group. This allows teachers to plan opportunities to explore, design, make and evaluate at the same time as having a purpose which is linked to the current learning of the children.

We plan the activities in design and technology so that they build upon the prior learning of the children. We give children of all abilities the opportunity to develop their skills, knowledge and understanding and we also build planned progression into the scheme of work, so that the children are increasingly challenged as they move through the school.

SMSC development through Design Technology

The teaching of design and technology offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Our groupings allow children to work together, and give them the chance to discuss their ideas and feelings about their own work and the work of others. Through their collaborative and co-operative work across a range of activities and experiences in design and technology, the children develop respect for the abilities of other children and a better understanding of themselves. They also develop a respect for the environment, for their own health and safety and for that of others. They develop their cultural awareness and understanding, and they learn to appreciate the value of differences and similarities. A variety of experiences teaches them to appreciate that all people are equally important, and that the needs of individuals are not the same as the needs of groups.

Teaching and learning style

The school uses a variety of teaching and learning styles in design and technology lessons. The principal aim is to develop children's knowledge, skills and understanding in design and technology. Teachers ensure that the children apply their knowledge and understanding when developing ideas, planning and making products and then evaluating them. We do this through a mixture of whole-class teaching and individual/group activities. Within lessons, we give children the opportunity both to work on their own and to collaborate with others. This enables the children to listen to other ideas and treat these with respect. Children critically evaluate existing products, their own work and that of others. They have the opportunity to use a wide range of materials and resources, including ICT.

In all classes there are children of differing 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:

- setting common tasks that are open-ended and can have a variety of results;
- setting tasks of increasing difficulty where not all children complete all tasks;
- grouping children by ability and setting different tasks for each group;
- providing a range of challenges through the provision of different resources;
- using additional adults to support the work of individual children or small groups

Inclusion

At our school we teach design and technology to all children, whatever their ability. Design and technology forms part of the school curriculum policy to provide a broad and balanced

education to all children. Through our design and technology teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

The progression of skills document allows staff to differentiate for children of all abilities. This document ensures that all children can still participate in lessons but there are options to scale up or down depending on the needs of the children.

Progression

Successful progression of knowledge and skills is documented in the Progression of Skills document which can be found on the school website.

Resources

Our school has a wide range of resources to support the teaching of design and technology across the school. The resources are kept in the KS1 Art/ DT cupboard and are located on the top 2 shelves.

Health and safety

The general teaching requirement for health and safety applies in this subject. We teach children how to follow proper procedures for food safety and hygiene as well as handling tools safely.

Teachers model the correct way to hold and use tools safely and are assess this throughout the lesson. There are risk assessments for staff to refer to and use whilst modelling the use of tools such as knives, hacksaws and fabric scissors.

Assessment

Teachers assess children's work in Design and Technology by making assessments as they observe them working during lessons. They record the progress that children make by assessing the children's work against the learning objectives for their lessons. At the end of a unit of work, teachers record children's attainment in a three column grid. The design and technology subject leader keeps evidence of children's work in a portfolio.

Monitoring and review

The monitoring of the standards of children's work and of the quality of teaching in design and technology is the responsibility of the design and technology subject leader. The work of the subject leader also involves supporting colleagues in the teaching of design and technology, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.