

# Design and Technology Policy



Through respect we will work together in Christ to develop the whole person

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# St. Matthew's Policy for Design Technology

## SMSC Statement

At St. Matthew's Catholic Primary School, we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of the cultures.

## Overview

Design and technology prepare children to take part in the development of tomorrow's rapidly changing world. Creative thinking encourages children to make positive changes to their quality of life. 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. Through the study of design and technology, they combine practical skills with an understanding of aesthetic, social and environmental issues, as well as of functions and industrial practices. This allows them to reflect on and evaluate present and past design and technology, its uses and its impacts. Design and technology help all children to become discriminating and informs consumers and potential innovators.

## The aims of DT are:

- Develop imaginative thinking in children and to enable them to talk about what they like and dislike when designing and making things
- Enable children to talk about how things work, and to draw and model their ideas

- Encourage children to select appropriate tools and techniques for making a product, whilst following safe procedures
- Explore attitudes towards the made world and how we live and work within it
- Develop an understanding of technological processes and products, their manufacture and their contribution to our society
- Foster enjoyment, satisfaction and purpose in designing and making things
- Develop the cross-curricular use of design and technology in other subjects.

### Attainment Target:

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

### Curriculum Provision

The teaching and learning of design and technology helps to give pupils the knowledge, skills and understanding they need in order to meet the above aims. St. Matthew's children will be given opportunities to plan, develop and communicate ideas, through talking, drawing and writing. They will work with a wide range of tools, equipment and materials to make products of increasingly good quality. Children will be given opportunities to evaluate what they are making and the finished product saying how they think it can be improved. Pupils will increase their knowledge and understanding of materials and components. At St. Matthew's School, Design and Technology is delivered within a whole school approach that includes:

- Teaching a discreet, timetabled subject
- Delivery as part of other curricular activities, making links wherever appropriate

- As part of extra-curricular activities such as clubs, visits to museums and visitors.

## Planning

Our school uses the National Curriculum 2014 for design and technology as the basis of its long-term curriculum planning. Our framework shows how design and technology coverage is ensured through a rolling programme, as well as incorporating the Early Years Framework. The programmes of study for design and technology are set out for key stages 1 and 2. Our medium-term plans give details of each unit of work for each term. These plans are monitored for coherence and progression. Teachers are careful to select topics and methods of delivery that are appropriate to the needs and experience of the children and to the local circumstances of the school.

## Early Years Foundation Stage

During the Early Years Foundation Stage, the essential building blocks of children's design and technology capability are established. There are many opportunities for carrying out DT related activities in all areas of learning in the EYFS. By the end of the EYFS, most children should be able to:

- Construct with a purpose in mind, using a variety of resources
- Use simple tools and techniques competently and appropriately
- Build and construct with a wide range of objects, selecting appropriate resources and adapting their work when necessary
- Select the tools and techniques they need to shape, assemble and join materials they are using

D&T-related activities in the EYFS should be appropriate to the developmental stage of the children. Activities should look quite different from those carried out in KS1.

## Teaching Methods and Learning Approaches

Good teaching relies on using appropriate methods for the aim of the lesson, or unit of work. All teachers are encouraged to develop a repertoire of flexible, active learning methods, as well as an understanding of how children learn.

Teaching methods may include a variety from the following:

- Effective strategies for starting and ending lessons, sharing objectives with the children
- Encouraging an active, questioning approach among the children
- Providing opportunities for children to work both individually and as part of groups
- Problem solving, with older children deciding on their own lines of enquiry
- Developing strategies to encourage independent learning
- Focusing on key skills, concepts and attitudes of the subject
- Time for reflection, review and evaluation.

### Assessment, Reporting and Recording

Assessment will be built into the planning of the subject, either regularly in small steps, or to complete a unit of work. All class teachers are responsible for short term planning based on medium term plans. They will:

- Identify the appropriate teaching and learning strategies required
- Provide a balance and variety within the classroom - of content and organisational opportunities for pupils
- Assess and plan the specific needs of children within their own class whilst adhering to the progression laid down within subject planning.

### Subject Leadership

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

Coordinator. The work of the coordinator 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. Meetings with the senior leadership team are organised to:

- Ensure that the subject is regularly discussed, reviewed and monitored within the school
- Keep resources up to date and relevant, particularly in preparation for each unit of work
- Promote design and technology good practice throughout the school
- Set a good example of design and technology practice
- Support long term planning for the whole school
- Monitor and evaluate design technology through the school
- Provide INSET
- Promote design and technology's high profile in the school.

### 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. Hot melt glue guns, Stanley knives and staple guns should not be used by the children. Cool melt glue guns should be used with care.

## **Appendix**

### **Covid 19**

For the 2020/21 academic year, a recovery curriculum was in place to make sure that there were opportunities to deliver missed learning and skills and ensure that there were no gaps in the children's knowledge. Following on from this the 21/22

academic year will still focus on key skills and learning while re-introducing cooking back into our curriculum.