

DT Policy

St Matthew's Catholic Primary School



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Review Date

Vision and Aims

Design and Technology prepares 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, children combine practical skills with an understanding of aesthetic, social and environmental issues, as well as 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 helps children to become discriminating and informed consumers and potential innovators.

Our aims are aligned with the National Curriculum. Pupils should:

develop imaginative thinking and talk about what they like and dislike when designing and making things

talk about how things work, and draw and model their ideas

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

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.

Spiritual, Moral, Social and Cultural Development

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 provide opportunities for pupils to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive and caring attitude towards others, an understanding of social and cultural traditions, and an appreciation of the diversity and richness of cultures.

Design and Technology provides opportunities to promote the following:

Spiritual development: encouraging creativity, curiosity and reflection as pupils design, make, solve problems and consider how products can improve people's lives.

Moral development: considering the social and environmental impact of materials, products and manufacturing processes so that pupils can make informed choices.

Social development: working collaboratively, listening to the views of others, sharing ideas and making the most of different strengths and interests within a team.

Cultural development: exploring how products, technologies and design practices reflect the needs, traditions and creativity of different cultures and times.

Progression in Design and Technology

Planning follows the National Curriculum 2014, with separate objectives for Key Stage 1 and Key Stage 2. The curriculum is sequenced so that children build upon prior learning, with increasing challenge as they move through the school.

Our framework shows how Design and Technology coverage is ensured through a rolling programme, incorporating the Early Years Foundation Stage. The medium-term plans give details of each unit of work for each term and are monitored for coherence and progression.

Progression is supported by increasing opportunities to:

plan, develop and communicate ideas through talking, drawing and writing

identify needs and opportunities and respond by developing ideas

work with an increasingly wide range of tools, equipment, materials and components

develop practical and technical skills and select appropriate tools and techniques

understand materials, components, technological processes and products

make products of increasingly good quality and follow safe procedures

evaluate products and suggest how they could be improved

understand the social, environmental and industrial contexts of Design and Technology

Curriculum Design and Planning

Design and Technology is planned through long-term and medium-term planning and is delivered through a whole-school approach. Our school uses the National Curriculum 2014 for Design and Technology as the basis of its long-term curriculum planning.

The framework ensures coverage through a rolling programme and incorporates the Early Years Foundation Stage. Medium-term plans give details of each unit of work for each term. These plans are monitored for coherence and progression.

Teachers 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. Design and Technology may be taught as a discrete, timetabled subject and through other curriculum areas, making links wherever appropriate. Teachers are responsible for short-term planning based on medium-term plans. Planning should identify appropriate teaching and learning strategies, provide a balance and variety of classroom experiences, and assess the specific needs of children while adhering to the progression laid down within subject planning.

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 DT-related activities in all areas of learning. Activities should be appropriate to the developmental stage of the children.

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

DT-related activities in the EYFS should be developmentally appropriate and should build the foundations for the practical, creative and problem-solving experiences developed further in Key Stage 1.

Teaching and Learning the St Matthew's Way

Class teachers are responsible for their own class organisation and teaching style in relation to Design and Technology, while ensuring that these complement and reflect the overall aims and philosophy of the school.

Children are taught in a variety of ways:

individually

in groups, which may be organised by ability, age, friendship or other criteria. Group work is organised to promote co-operation and effective learning and understanding.

as a class, where introduction, demonstration and discussion are appropriate

Good teaching relies on using appropriate methods for the aim of the lesson or unit of work. Children are encouraged to take an active, questioning approach, to solve problems, work independently where appropriate, and reflect, review and evaluate their work.

Learning may include direct teaching, modelling and demonstration, practical first-hand experience, problem solving, collaborative work, educational visits, visitors and links with other curriculum areas. Design and Technology is delivered both as a discrete subject and through appropriate cross-curricular activities.

Inclusion and Adaptation

The Design and Technology programme provides a wide range of practical experiences, tools, techniques, materials and contexts so that children of varying levels of ability, including pupils with Special Educational Needs and pupils who are More Able, have opportunities to achieve work of a high standard.

All teaching and non-teaching staff are responsible for ensuring that every pupil, whatever their ability, has the opportunity to experience success in learning at the highest possible standard.

Planning should take account of ability, disability, and social, cultural and linguistic background, with provision made to enable all pupils to participate effectively in curriculum and assessment activities.

Where children experience difficulties with muscular control or co-ordination when using tools, suitable tools should be provided where possible following consultation with support staff or an Occupational Therapist. Tasks should otherwise be adapted so that the child can participate. Sensitive grouping can encourage shared expertise and reduce difficulties in specific areas.

Design and Technology can provide an accessible means of communication for pupils who may find written communication difficult. Children can communicate through practical, visual and modelled work, and collaborative working and sharing ideas can support social development and allow pupils to contribute cultural knowledge and experience.

Assessment and Responsive Teaching

Assessment will be built into the planning of Design and Technology, either regularly in small steps or to complete a unit of work. Teachers assess children as they plan, develop, make and evaluate products.

Assessment is based on informal professional judgements made as teachers observe children during lessons. Work is differentiated by ability and, where appropriate, children receive feedback that helps them focus on the next steps in their learning.

Children are given opportunities to evaluate what they are making and the finished product, saying how they think it can be improved. They should be encouraged to reflect on their practical experiences, design decisions and finished products.

Evidence of work completed should be retained as a working record. Teachers and the subject leader should use evidence from pupils' practical work, planning, designs and evaluations to demonstrate progression and expected levels of achievement.

Personal Development and Building the Kingdom

Design and Technology supports children in developing creativity, problem solving, independence, collaboration and the ability to reflect. Children learn to listen to the views of others, share ideas and make use of different strengths and interests within a team.

The subject encourages children to consider how people live and work within the made world, and to explore the social and environmental implications of design, materials, products and manufacture. Children are encouraged to develop an informed understanding of how Design and Technology contributes to society.

Leadership, Monitoring and Review

The Design and Technology subject leader is responsible for monitoring the standards of children's work and the quality of teaching in Design and Technology. The subject leader supports colleagues in the teaching of Design and Technology, keeps informed about current developments in the subject, and provides 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 good Design and Technology 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 and Technology throughout the school
- provide INSET
- promote Design and Technology's high profile in the school

Class teachers remain responsible for planning, teaching and assessing Design and Technology in their classes. Staff are encouraged to communicate with the subject coordinator about curriculum development, topic progress, children's work and resources.

Computing

Computing can support Design and Technology through research, communication, design development and the investigation of products and processes. It may be used to develop cross-curricular links and to investigate information about areas of interest within a unit of work.

Health and Safety

The general teaching requirement for health and safety applies in Design and Technology. The Whole School Policy on Health and Safety should be followed. Teachers should address health and safety issues throughout the programmes of study, introducing key points at the beginning of a unit or, where appropriate, as an integral part of a particular lesson.

Children are taught to follow proper procedures for food safety and hygiene. Hot melt glue guns, Stanley knives and staple guns should not be used by children. Cool melt glue guns should be used with care. Health and safety procedures should be reinforced with the class at the discretion of the class teacher.

Visits and Enrichment

Where appropriate, educational visits to places of interest should be encouraged. Visits can provide stimuli for Design and Technology and opportunities for children to investigate products, materials, processes and design in real contexts.

Extra-curricular activities such as clubs, visits to museums and visitors to school can provide further opportunities for children to extend their experience of Design and Technology.

Expectations

By the end of Key Stage 2, pupils are expected to have developed the knowledge, skills and processes specified in the relevant National Curriculum programme of study. In particular, children should be able to:

- plan and develop ideas, communicating them through talking, drawing and writing
- select appropriate materials, components, tools and techniques for particular purposes
- make products of increasingly good quality, working safely and accurately
- understand how materials and components can be combined, shaped, assembled and joined
- understand aspects of the manufacture and use of products and their contribution to society
- evaluate what they are making and the finished product, identifying ways in which it could be improved
- work independently and collaboratively to solve problems and respond creatively to needs and opportunities
- reflect on the social and environmental issues associated with design, materials, manufacture and use

Related Guidance

National Curriculum 2014; Early Years Foundation Stage Framework; Design and Technology long-term and medium-term planning; Whole School Health and Safety Policy; Special Educational Needs Policy.

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