

Design and Technology Policy

St Patrick's Catholic Voluntary Academy



Approved by:	Headteacher	Date: December 2023
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Last reviewed on:	September 2024
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Our Vision of Discipleship

We are a distinctive Catholic community, which lays strong foundations and values of lifelong learning. We believe we are made in the image of God and are special in his eyes. We will endeavor to ensure that school, parish and home, work as one. Saint Patrick's is a unique place of learning where all are motivated to be the best they can be. We embrace the inspirational challenge to nurture a Christ-centred curriculum.

Our approach is to take pride in developing outstanding teaching and learning by holding the highest expectations of all our pupils and knowing the children well. By focusing on what unites societies rather than our differences, we strive to create a culture of tolerance, equality and friendship not just among pupils but all members of society.

We will provide a place where everyone can flourish, feel safe and are valued. We aim to provide innovative learning opportunities in a forward-thinking environment, where all are prepared to embark on future challenges with excitement and confidence. The world of learning will embed qualities such as integrity, honesty, faith and truth.

All children are challenged to strive for academic, creative, sporting and personal accomplishment within a broad, vibrant and rich curriculum. Our students are given time to explore subjects and develop deep understanding.

Our commitment is to enable our children to be confident, autonomous learners by developing a range of key learning skills including resilience, independence, patience, perseverance and teamwork. We want our children to be prepared for life in modern Britain and the global society and we understand the challenges our children will face in the next phase of life's journey.

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1. Rational and Objectives

At St Patrick's Catholic Voluntary Academy, we recognise Design and Technology as one of the key forms of human creativity which enables all children to develop and express their ideas. This document reflects St Patrick's Catholic Voluntary Academy's values and philosophy in relation to the teaching and learning of Design and Technology. It sets out a framework within which both teaching and non-teaching staff can operate and gives guidance on planning, teaching and assessment.

This policy should be read in conjunction with the Design and Technology Content Subject Organiser which states the intended learning and End Points. This is used to create detailed medium-term plans and individual sessions.

Audience:

This document is intended for:

- All teaching staff and staff with classroom responsibilities.
- School governors.
- Parents
- LA Advisor/ Inspectors
- Inspection Teams.

Copies are provided for staff and governors, as well as published on the School Website.

Paper copies of all documents are available upon request from the School Office or from the Curriculum Lead.

2. Aims

Design and Technology stimulates creativity and imagination and is an important area of children's learning. It provides visual, tactile and sensory experiences and a special way of understanding and responding to the world. It is expected that during their time at St Patrick's Catholic Voluntary Academy, children are given opportunities to explore and evaluate designers, communicating what they see, feel and think through designing, making and evaluating different products and designers.

We aim to provide a high-quality education in Design and Technology which engages, inspires and challenges all children. The teaching and learning should equip them with the knowledge and skills to experiment, invent and create their own works of Design and Technology. It should encourage children to think critically and develop a more rigorous understanding of Design and Technology, as we teacher them about how Design and Technology has shaped our history and contributes to the culture, creativity and wealth of our nation. The elements and techniques can be combined and taught through the main processes of Design – structures, mechanisms and food technology in Key Stage 1 and structures, mechanical structures, food technology, textiles and electrical systems in Key Stage 2.

Our School aims for the Design and Technology curriculum reflect those of the National Curriculum.

We aim for children to:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users.
- critique, evaluate and test their ideas and products and the work of others.
- understand and apply the principles of nutrition and learn how to cook.

We aim to;

- ensure that all children see themselves as a designer, no matter what age they are or what background they are from.
- enable children to make links between Design and Technology and other subjects.
- make children aware of the many jobs relating to Design and Technology and that they could have one of these jobs if they would like.
- ensure that children leaving Key Stage 2 are well equipped for secondary school with the Design and Technology knowledge and skills that are required.
- encourage creative, critical thinking to analyse, evaluate and articulate their own opinions on creative works using Design and Technology language.
- encourage our children to be independent learners, as well as team-working skills.
- ensure that children are aware of the health and safety needed in Design and Technology when applicable.
- enable children to know and understand how Design and Technology has been developed through centuries and how the most prominent designers have shaped our history.
- explore designers who reflect the cultural diversity of our school community.
- give children the opportunity to further their knowledge through access to high quality books, invite in designers and plan educational visits
- give the children the opportunity to express and communicate their individual interests, thoughts and ideas and contribute positively within and beyond our school community.

3. Health and Safety:

See Whole School Policy on Health and Safety.

The Class Teacher throughout the learning of Design and Technology should deal with the Health and Safety issues accordingly. This may mean introducing key points at the beginning of a Unit of Work, or, where

appropriate, as an integral part of the introduction to a particular lesson. At any point, Health and Safety issues are clearly stated on Medium Term Plans, as well as within each individual lesson and these should be reinforced with the Class Teacher at the discretion of the Class Teacher.

4. Progression:

In the Early Years, children experience Design and Technology frequently. They are given the opportunity to use a range of materials and are taught basic techniques such as joining, folding and safe use of simple tools. The quality and variety of what the children see, hear and participate in are carefully considered as this is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through design. The children revisit with frequency, repetition, to enable a deepening of their experiences which are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Learning from the Early Years is built upon in Key Stage One and in Key Stage Two. Previous learning and Designers are revisited before new learning occurs, to ensure misconceptions are addressed and that children are gaining a deeper understanding as they build upon their current knowledge with new knowledge. Learning is broken down into small steps to support this and reduce cognitive overload.

5. Content, delivery and curriculum organisation:

Planning and delivering the curriculum

Design and Technology is taught at St Patrick's Catholic Voluntary Academy each alternate half term, on a weekly basis. The children also have additional opportunities to engage with Design and Technology activities throughout the school year. We celebrate effort, progress and achievement in Design and Technology through displays, exhibitions and enrichment activities, such as trips and competitions.

The Design and Technology Subject lead, working with the Curriculum lead have ensured that the Design and Technology sequence of learning has been carefully planned and sequenced from FS2 to Year 6, with understanding of how we are preparing our students for the next step in the learning, including Key Stage 3. We follow the National Curriculum 2014 and the Statutory framework for the early year's foundation stage 2017, which is divided into separate objectives for Key Stage 1 and Key Stage 2. These formed the basis as we carefully created of a Content Subject Organiser, staff understand the build-up and progression of learning. This informs the Design and Technology Medium Term planning created by the Design and Technology Subject Lead and Quality assured by the Curriculum Lead.

We offer a structured and carefully planned sequence of learning to ensure that the children develop their knowledge of local and influential artists, designers and architects, with the opportunity to develop their interest and curiosity about Design and Technology and how this has shaped our history, contributing to the culture, creativity and wealth of our nation.

Our Curriculum has been created to ensure that the skills and knowledge taught meets and exceeds the aims of the National Curriculum, where the children have the opportunity to ask questions and demonstrate their skills in a variety of ways as they explore the work of others. Children will record their ideas, developing their techniques and control of different media, becoming proficient in a variety of techniques including structures, mechanisms and food technology in Key Stage 1 and structures, mechanical structures, food technology, textiles and electrical systems in Key Stage 2.

Impact:

Through our bespoke, carefully planned and implemented Design and Technology curriculum, teachers and children will enjoy Design and Technology, holding high expectations and producing quality work, speaking confidently.

Children will understand the contribution and significance of great and influential designers. They will become more confident in analysing their work and giving their opinion on their own and other works of Design and Technology, using technical vocabulary accurately. They will be able to demonstrate their learning and development of skills, applying and experimenting with taught skills, applying them in experimental ways. Demonstrating a competence in improving their resilience and perseverance by continually evaluating and improving their work.

Design and Technology is embraced by all those in our school, teachers and children and high-quality art work will be presented in a variety of ways, including exhibits throughout school, as well as creating and curating exhibitions for our community. Children will be able to express themselves through Design and Technology, developing in confidence, from the initial sketch designs, to the process to completed final piece

Teachers will use ongoing assessment to assess the children's knowledge, understanding and skills to inform future lessons and to ensure that children are supported and challenged appropriately.

The impact of learning will be assessed by the subject lead with the curriculum leader through a triangulation of activities, which include: lesson observations, planning scrutinies, book looks, pupil voice, staff voice and

expected subject content and progression. Findings from the monitoring cycle will be used to identify next steps in the further development and refinement of our Design and Technology curriculum.

6. Curriculum Enrichment:

Children's learning in Design and Technology is further supported through the arrangement of a range of educational visits to sites outside of school, as well as where possible having local designers in to speak to the children. We offer a yearly exhibition of all Design and Technology work produced, as well as sharing learning with our parents via Class Dojo and the School Website.

7. Classroom Organisation and Teaching Style:

Class Teachers are responsible for their own class organization and teaching style in relation to Design and Technology, whilst at the same time ensuring these, complement and reflect the overall aims and philosophy of the school.

In classes children are taught in a variety of ways, with an emphasis on adaptive teaching. This may be:

- Individually
- In groups to support one another, to encourage co-operation and effective learning together.
- As a class, where introductions, modelling and discussions are appropriate.

8. Inclusion:

We are a fully inclusive school and activities are carefully planned and adapted according to the needs of our children. All children at St Patrick's Catholic Voluntary Academy are given equal opportunities in Design and Technology, regardless of their gender, academic ability, Special Educational Need, social, cultural and linguistic background. All children participate in Design and Technology activities and experiences. Adaptive teaching is used to provide support and scaffold for children who may need this, as well as to stretch and challenge children. Wherever possible, suitable tools are provided after consultation with an Outside Agency e.g. Occupational Therapists and or Fusion advisors. To enable tasks to be adapted so that all children can participate with barriers to learning removed.

For gifted and talented pupils, teachers provide additional opportunities to take responsibility, develop leadership skills, think creatively, use and apply their talents for the good of the class or the wider community.

9. Gifted and Talented:

The words “gifted” and “talented” can be used in many different ways. The Department for Education and Skills uses the following definitions:

Gifted: the top 5%-10% of pupils per school measured by actual or potential achievement in English, Maths, Science, History, Geography, Modern Foreign Languages, RE, ICT or Design and Technology.

Talented: the top 5%-10% of pupils per school measured by actual or potential achievement in the subjects of Art, Music, PE or the Performing Arts. However, one element of this description should be emphasized: it is the top 5%-10% of pupils, *per school, regardless of the overall ability profile of the pupils.*

How to identify the More Able in Design and Technology:

Parent and Pupil Feedback: a student might have interests outside of school that teachers are unaware of. Parents should be invited to communicate this information to teachers. Equally pupils should be encouraged to identify their own individual strengths and weaknesses.

Teacher identification: teachers are often best placed to identify which students are gifted or talented. They may also be aware of when students with gifted and talented potential are underachieving.

What support should More Able children be given?

Once the More Able children have been identified, our school will begin a coherent and consistent provision strategy. This will usually involve a combination of the following methods of support.

Enrichment: when children are encouraged to go beyond the usual limits of a subject or topic. Enrichment activities might involve extra classroom exercises or more open-ended project work.

Extension: when children are given activities that develop higher order thinking skills and work practices. Extension activities help children to work with greater autonomy and self-discipline.

10. Records and Assessment

Children record their work in an individual Sketch book, in the Creative Curriculum class folder and photographs are used in PicCollages to show what has been done if the lesson has been more practical or to capture end pieces. Medium term plans have a dedicated ‘wow’ moments section, for anything a child has said or done that has stood out as part of the art and design unit.

Children evaluate their own work and are encouraged to consider their work objectively. For this to happen it is important to have an open, supportive environment. Children are given opportunities for their work to be displayed within school. We assess the children’s work in Design and Technology by making informal judgements as we observe the children during lessons. Work is adapted as appropriate and children are provided with feedback which allows them to focus on the next steps in their learning. This will be done verbally or in the form of post it notes, this gives teachers the opportunity to write a comment or target without

writing on, or making changes to the child's artwork. Children are also given the opportunity to reflect on their own experiences and creations in Design and Technology.

Evidence of work should be retained as a working record for the children. In Key Stage 1 and Key Stage 2, this should be retained in their Sketch Books and in the creative curriculum class folder. The Design and Technology subject leader keeps evidence of the children's work across the school in a Subject Leader file. This demonstrates what the expected level of achievement is in Design and Technology in each year of the school.

11. Roles and responsibilities

11.1 The governing board

The governing board will hold the headteacher to account for the implementation of this policy.

The governing board has delegated the approval of this policy to the headteacher.

11.2 The headteacher

The headteacher is responsible for ensuring that Design and Technology is taught consistently across the school.

11.3 Staff

Staff are responsible for:

- › Delivering Design and Technology in a creative and inspiring way
- › Monitoring progress
- › Responding to the needs of individual pupils

The Role of the Design and Technology Subject Leader

- Supports colleagues in their teaching by keeping them informed about current developments in the subject.
- Provide a summary of the children's work and observe Design and Technology lessons across the school.
- Plan CPD for staff.
- Monitor provision of the curriculum and resources across the whole school.
- Monitor the progress pupils have made pre and post teaching through assessment activities, not just assessing against the intended end points.
- Provide adequate resources for all classes which are catalogued, stored and replenished as required.

11.4 Pupils

Pupils are expected to engage fully in Design and Technology, through lessons which are both interesting and inspiring.

12. Monitoring arrangements:

The impact of Design and Technology learning will be monitored by Mrs. L. Craig, Subject lead through a triangulation of activities, which include:

- lesson observations
- planning scrutinies
- book looks
- pupil voice
- staff voice
- expected subject content organisers and progression documents

13. Policy Monitoring and Review:

This policy is monitored by the Design and Technology Leader. It is evaluated and reviewed by the whole staff and Governors annually to ensure that it continues to meet the needs of the children, staff and parents, and that it is in line with current DfE advice and guidance.

14. Links with other policies

This policy links particularly to the following policies and procedures:

- SEND Policy.
- Design and Technology Content Subject Organiser.
- Health and Safety Policy

September 2024.