



**ST PETER'S  
CHURCH of ENGLAND  
PRIMARY SCHOOL**

September 2021

# Design & Technology Policy

## **Christian Vision Statement**

**As a Christian family at St Peter's School, we create a unique place of learning, nurturing the gifts that God in his awesomeness has given us. We encourage every child and prepare them for life's journey, inspiring them to fulfil their potential, their dreams and their aspirations. Sowing the seeds of tomorrow**

**Matthew 13:1-23**

**Let the questions be the curriculum. (Socrates)**

## **Aims and objectives**

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 they 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 all children to become discriminating and informed consumers and potential innovators.

### **The aims of design and technology are:**

- To develop imaginative thinking in children and 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 the technological process, products and their manufacture, and their contribution to our society;
- To foster enjoyment, satisfaction and purpose in designing and making.

### **Teaching and Learning Styles**

A variety of teaching and learning styles are used in design and technology lessons. Our aim is to develop the children's knowledge, skills and understanding in design and technology. We ensure that the children apply their knowledge and understanding when developing ideas, planning and making products and evaluating them. The teachers will provide a mixture of whole class teaching and individual/group activities. Teachers will draw attention to good examples of individuals work as models for the other children. We will encourage the children to evaluate their own ideas/work and the work of others, and say what they think and feel about them. Within lesson we give children the opportunity to work on their own and collaborate with others. Children also 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 have a variety of results;
- Setting tasks of increasing difficulty where not all children complete all tasks;
- Grouping children by ability and setting different targets 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.

## **Curriculum Planning**

Our school delivers Design and Technology using a scheme of work from Kapow Primary designed to give coherence and context, covering the breadth of study for Design and Technology as stated in the National Curriculum.

This scheme sets out six different areas which are taught across the key stages:

- Cooking and Nutrition
- Mechanics
- Structures
- Textiles
- Electrical systems
- Digital World

We carry out curriculum planning in design technology in two phases (long term and medium term). The long term plan maps the design and technology units covered in each term throughout each key stage and ensures an appropriate balance and distribution of work.

The design and technology subject leader works this plan out in conjunction with teaching colleagues in each year group.

Our medium term plans give details of the topic theme for each term. We identify the specific learning objectives in the guise of big questions and detail how the lessons are to be taught, differentiation as necessary, the skills to be taught, learning outcomes and cross-curricular links for each topic as well as the provision for 'Gifted and Talented' pupils'. The design and technology subject monitors the subject on a regular basis. Because we have mixed age classes, medium term planning is organised on a two year cycle. Activities in design and technology are planned to build on the prior learning of the children. We give all children the opportunity to develop their skills, knowledge and understanding. Progression is built into the scheme of work so that the children are increasingly challenged as they move through the school.

## **Foundation Stage**

We encourage the development of skills, knowledge and understanding that help reception children make sense of their world as an integral part of the school's work. We relate the development of the children's knowledge and understanding of the world to the Early Learning Goals as set out in the EYFS Curriculum. These underpin curriculum planning for children from birth to five years. This learning forms the foundations for later work in design and technology. These early experiences include asking questions about how things work, investigating and using a variety of construction kits, materials, tools and products, developing making skills and handling appropriate tools and construction materials safely with increasing control.

## **Teaching design and technology to children with special educational needs:**

At our school we teach design and technology to all children, whatever their ability. Design & 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 enables all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the key skills allows us to consider each child's attainment and progress against expected levels.

## **Assessment and Recording**

We assess children's work in Design & Technology using the assessment procedures as identified in our assessment and monitoring policies. Informal judgments are made as we observe children during lessons and each term the teacher assesses individual achievement. These are accessed by the Subject Leader and are used as the basis for formulating data and ultimately the progress of all children including specific groups.

Reporting to parents will occur at each parents evening and at the end of each school year as part of the Annual Report.

## **Health and Safety**

The general teaching requirement for health and safety applies to this subject. We teach the children how to follow proper procedures for food safety and hygiene. Risk assessments are carried out for the use of specialist tools which might pose a hazard.

## **Monitoring and Review**

The monitoring of the standards of children's work and the quality of teaching in design and technology is the responsibility of the design and technology subject leader. The work of the subject leader 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. The design and technology subject leader gives the head teacher an annual report in which she evaluates the strengths and weaknesses in the subject and indicates areas for further improvements.

The school will review this policy every 3 years.

Review: November 2024

Signed:

Date: