

Design and Technology Policy



Policy updated by Mrs Jeffries (Design and Technology leader): February 2024

Policy approved by Governors: March 2024

A handwritten signature in black ink, appearing to read 'Fiona Taylor'.

Chair of Governors

A handwritten signature in black ink, appearing to read 'M. Grogan'.

Headteacher

Policy shared with staff and shared on the school website: March 2024

'Never settle for less than your best'

DESIGN AND TECHNOLOGY POLICY

Our school motto

Never settle for less than your best.

Our Vision

Following in the footsteps of Jesus, each member of our community will flourish as resilient, respectful and adaptable individuals prepared for life's journey. Along the way we will encourage and inspire each other to continue growing as beacons of light in our own lives and the wider world.

Our Mission Statement

St. George's Central seeks to provide quality education rooted in the Christian faith, serving the spiritual, moral, and educational needs of the community of which it is part.

Introduction

This document is a statement of aims, principles and strategies for the teaching of Design and Technology at St. George's Central CE Primary School and Nursery. This policy has been developed to ensure that all stakeholders are clear about the statutory requirements for DT across the whole Early Years and Primary curriculum.

What is Design and Technology?

Design and Technology is the study of the designed and made world. Pupils should engage with the designing and making process across a range of disciplines, learning how to make the most of modern technologies. Good DT should allow them to be innovators within a critical framework that encourages them to modify and extend their ideas. The National Curriculum for DT places a strong emphasis on the role of the subject to support good nutritional knowledge and healthy diets within the framework of Food Technology. In the words of James Dyson:

'Design and technology is a phenomenally important subject. Logical, creative and practical, it's the only opportunity students have to apply what they learn in maths and science - directly preparing them for a career in engineering. Policy-makers must recognise design and technology's significance for the UK economy and strive not just to preserve it – but to ensure it appeals to the brightest of young minds.'

As we face the challenges of the modern world, whether they be economic or environmental people who can innovate and explore new ways of living and working will be invaluable. We aim that former pupils from St George's Central will be part of the solutions.

Aims

At our school the aims of Design and Technology are:

- to develop imaginative thinking in children and to enable them to talk about what they like and dislike when designing and making things using appropriate vocabulary and language to communicate their ideas, opinions and feelings about their work and the work of others;
- 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, paying particular attention to the environmental impact of our lifestyles;
- to develop an understanding of technological processes and products, their manufacture and their contribution to our society, where possible with reference to our local community
- to foster enjoyment, satisfaction and purpose in designing and making things.
- to develop a good understanding of what constitutes a healthy diet.

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Curriculum and Implementation

At St George's Central, Nursery and Reception follow the EYFS curriculum where the areas of: Understanding the World and Expressive Arts and Design are particularly important in developing the curiosity, creativity, logical thinking and practical skills that will feed into the study of DT. Activities planned to meet these goals are provided throughout the year and will include: construction and block play, junk modelling, den-making, cooking, baking, clay, collage, designing and making cards, baskets and boats, in continuous provision and by teachers supporting the children's learning by practicing "in the moment" planning.

From Y1-6 we follow the Projects on a Page Programme written by the DT Association. This was developed to meet the requirements of the National Curriculum and ensures that pupils revisit previous learning in each key phase allowing them to thoroughly embed this before moving on to the next stage in their learning journey in four key areas: structures, mechanisms, textiles and food.

The planning and delivery of Design and Technology is the responsibility of all teachers who deliver the subject. Pupils are given a wide variety of opportunities to work individually and collaboratively to explore, plan and then produce products. Design and Technology is delivered through the planning of creative topics, which allow a natural progression throughout the school to ensure variety and age appropriate themes for the implementation of the National Curriculum. It also allows our pupils to put their learning into a more relevant context and make meaningful cross curricular links (using food technology within a geography topic about a particular culture or exploring a group of materials within a science topic to meet particular needs in a product).

Design and Technology will be visited within topics each term, this will be during timetabled lessons over the course of a half term and equates to three completed projects each year. Due to the importance of Food Technology within the national framework and our local context, one of these projects every year will be based around food and nutrition.

Knowledge Organisers

To assist with teaching and learning, a series of knowledge organisers have been created for each unit of work in DT. These organisers discuss progression throughout the topic, place the unit within whole school provision and highlight key vocabulary for each unit. To assist with home learning, they are also accessible via the school website.

Cross Curricular Links

There are many links between Science and DT for example the electrical systems units in Key Stage 2 which practically support the work on electrical circuits taught in Science. Similarly, the food technology units taught throughout school support the human biology units in science and PSHE aims to promote healthy lifestyles. Links are also clear between Computing and DT where Computing can be used to support design and control aspects in different projects. English and mathematical skills are practised in the formulation of instructions to create work and measuring resources for a purpose. Art and Design is supported by the requirement for detailed plans that include increasingly technical drawings.

Resources

Each key phase have the opportunity to feed into the ordering of resources for their projects each year. Tools and equipment such as cookers and the sewing machine are stored in the cupboard in the Hall, along with larger consumables such as wood and other construction materials.

Assessment, recording and reporting

Teachers assess children's work in Design and Technology by making judgements as they observe them working during lessons. This will include an assessment of each aspect of a project from research and planning, to making and review and evaluation. Teachers record the progress made by children against the learning objectives for their lessons, using this to inform further planning, and the most effective way to distribute any in class support. Parents are informed of where their child's progress fits broadly in comparison with national expectations on the end of year report. Children are encouraged to assess and evaluate both their own work and that of other pupils. This helps them to appreciate how they can improve their performance, and what their targets should be for the future. This demonstrates the range of achievement in Design and Technology across each Key Stage and looks at the development of particular skills. Knowledge organisers should act to support this process for both pupils and staff.

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Jesus said, 'I am the light of the world. Whoever follows Me will not walk in darkness, but will have the light of life.' John 8:12

Please see the *'How we assess children's learning in Design and Technology'* document, within the Design and Technology section of our school website for more information.

Monitoring and Evaluation

Monitoring will be undertaken in a number of ways including:

- Scrutinising Planning
- Lesson observations
- Pupil interviews
- Evidence from displays, books and finished artefacts

This will enable the co-ordinator to complete an action plan evaluating the position of the subject annually.

Inclusion

At our school we teach Design Technology to all children, whatever their ability and individual needs. Design and technology implements the school curriculum policy of providing a broad and balanced education to all children. We enable pupils to have access to the full range of activities involved in learning design and technology.

Health and Safety

Many items of Design and Technology equipment have the potential to cause injury or damage. It is essential that due care and attention is given at all times. It is essential to promote safe working practice, both in the organisation of the classroom and in the monitoring of pupils' use of tools and equipment. The teaching skills must be matched to the age and abilities of the pupils, the environment, the resources available and the level of staff expertise. Risk assessments are in place for:

- The use of cookers
- Craft and Design.

All class teachers are in possession of these and are aware of the process for completing risk assessments prior to any visits or activities in class that could lead to injury. It is each class teachers' responsibility to risk assess their activities for the group of children in front of them.

The role of the Design and Technology leader

- Take the lead in Policy Development and progression and continuity throughout the school.
- Support colleagues in the development and assessment of work plans and ensuring that all necessary skills are being addressed.
- Monitor progress and advise the Headteacher on any action needed.
- Take responsibility for the purchase and organisation of resources.
- Keep up to date on developments in Design and Technology and disseminate information to colleagues as appropriate.

The role of the Governing Body

The Governing Body is responsible for ensuring that:

- There is a current policy statement and curriculum for the teaching of Design Technology that is in line with the National Curriculum.
- Design and Technology is included in the curriculum.
- Sufficient time and resources are devoted to Design and Technology to enable the school to meet its legal obligations and to deliver a quality curriculum.

The role of the Headteacher

It is the Headteacher's duty to ensure that:

- Design and Technology is provided in accordance with the National Curriculum for all registered pupils at the school.
- Appropriate staffing and resources are made available to meet the aims and objectives of Design and Technology within the school.

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Conclusion

St George's Central CE Primary School and Nursery we believe that it is our professional duty to share this policy with all new members of staff, parents and carers on request. The policy will be reviewed in the light of experiences, new developments or requirements. The leader will discuss any aspect of this policy on request.

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