

POLICY FOR DESIGN AND TECHNOLOGY



ST FRANCIS RC PRIMARY

2023-2024

St Francis Catholic Primary School, SE15 1RQ

Vision and Mission Statement and Gospel Values

Our Vision

Providing every child with the tools to choose their path to success.

Our Mission

In St Francis children succeed because:

- ✓ We are an outward looking Catholic Primary school, which welcomes all children from the surrounding area. We work together to nurture our pupils, helping them to become resilient and inspired learners, who will become responsible global citizens of the future.
- ✓ We cultivate our pupils through our broad and diverse curriculum and loving Catholic Parish community
- ✓ We provide a welcoming, safe and supportive environment that helps children feel respected, confident and motivated to achieve their goals.
- ✓ We also foster a spiritual and moral view of life that provides children with a sense of self-worth and a strong Catholic ethos

Our Gospel Values

Love

Honesty

Courage

Tolerance

Justice

Jeremiah 29:11

“I alone know the plans I have for you, plans to bring you prosperity and not disaster, plans to bring about the future you hope for”



Policy for Design and Technology

Introduction

Design and Technology encourages children to learn to think and intervene creatively to solve problems both as individuals and as members of a team. They are taught to look for opportunities and to respond to them by developing a range of ideas and making a range of products. At St Francis, children are encouraged to use their creativity and imagination, to design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. We aim to, wherever possible, link work to other disciplines such as mathematics, science, engineering, computing and art. The children are also given opportunities to reflect upon and evaluate past and present design technology, its uses and its effectiveness and are encouraged to become innovators and risk-takers.

Aims of Design & Technology

- to develop children' designing and making skills,
- to teach children the knowledge and understanding, within each child's ability, that will be required to complete the making of their product,
- to teach children the safe and effective use of a range of tools, materials and components,
- to develop children' understanding of the ways in which people have designed products in the past and present to meet their needs,
- to develop children' creativity and innovation through designing and making,
- to develop children' understanding of technological processes, their management and their contribution to society.

Design & Technology in relation to the National Curriculum

- The National Curriculum for Design and Technology aims to ensure that all pupils:
- 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.

Children will design and make a range of products. A good quality finish will be expected in all design and make activities appropriate to the age and ability of the pupil.

The work covered in each year group ensures a balance of:

- investigative, disassembly and evaluative activities,
- focused practical tasks,
- designing and making assignments.

Principles of Teaching and Learning

Design and Technology will engage the children in a broad range of designing and making activities which involve a variety of methods of communication, eg speaking, designing, drawing, assembling, making, writing and using information and communication technology. These activities can be differentiated through careful planning and the selection of resources which are appropriate for different ages and abilities. All children must be encouraged to design and make and must be stretched in designing and making. Access may be ensured through Teaching Assistant support. Writing frames can be modified easily to support or stretch children.

Teachers plan D&T using the PlanBee and Twinkl Scheme of Work to contextualize the children's making. Projects are taught in blocks of two days, which allows for more effective learning, in which teachers can focus on DT skills. Teachers will ensure that they have a clear idea of the skills, knowledge and understanding to be taught in each unit of work that are indicated in the "minimum framework". Units of work have been selected and planned to ensure a balance of materials, skills, knowledge and understanding throughout each Key Stage. Teachers are encouraged to plan across the curriculum allowing for children to put projects into greater context. Units of work are planned to include designing and making assignments (DMAs) supported by focused practical tasks or skills teaching (FPTs) and work involving reviewing existing products (IDEAs). All children should have a breadth and balance of experience. Care should be taken to ensure activities do not have a gender bias. Use of multicultural stimuli wherever possible enhances and enriches design possibilities.

EYFS

The staff team will plan for children to experience creative opportunities and develop key skills and techniques within the EYFS curriculum. There will be a focus on developing fine motor skills and learning how to plan, design and produce the finished project. Nursery and Reception classes will be, where appropriate, included in whole school projects, workshops, events and competitions associated with Design and Technology

Relationship to other Subjects

Design & Technology is taught in a 2-day block, as a subject specific activity through a combination of whole class teaching, group work and individual work. Cross-curricular links are identified when appropriate. E.G The children can apply scientific and mathematical knowledge to create products which are functional. Children are encouraged to do further research to further engage in cross-curricular links.

Equal Opportunities and Special Needs

Teachers ensure that children have access to the range of Design & Technology activities and use opportunities within Design & Technology, to challenge stereotypes. Children are encouraged and supported to develop their Design & Technology capability using a range of materials. Teachers differentiate activities within Design & Technology, to ensure that the specific needs of individual children are best met.

Monitoring and Evaluation

The Design and Technology subject leader monitors planning and samples of work in all year groups on a termly basis. Findings will be shared with the senior management. Meetings with the SLT are a time to share strengths and next steps.

Resource Management

Funding for Design and Technology will be within the school budget plan for each financial year. There is a central Design and Technology budget to cover the purchase of equipment such as tools, construction kits, consumable materials, books and other resource materials.

DT encompasses a wide range of resources within the school, giving children the chance to experience an extended variety of DT styles, opportunities to work with different equipment, materials and textures and gain an insight into the work of famous designers. (examples of their work). General resources – different sized/types of paper, backing paper and boards, card, paint, clay, wire etc. are organised and kept in the central store. Paint brushes, glue, pencils, scissors felt pens etc. are allocated at the beginning of the year and kept in individual classrooms. Resources within the classroom are the responsibility of the class teacher and the children in that room. Children are encouraged to take care of what they use and for returning items appropriately. Materials are made available for general use where possible. Cooking resources are available for pupils to use. Kits for each key stage are available.

The Subject Leader will be responsible for ordering equipment and materials related to the topics selected. This will be maintained by the Design and Technology co-ordinator, supported by non-teaching assistants as required. Any shortages, breakages or losses should be reported immediately to the Design and Technology subject leader. It is the responsibility of each class teacher to identify additional resource needs in relation to their project.

Hygiene and Safety

It is important that children are taught essential life skills to enable them to participate confidently and safely in designing and making in society. Teachers have a duty to introduce children to a wide variety of production processes and the correct tools for the task. Children must design considering health and safety issues and consequences and operate in a safe and hygienic manner when designing. The subject leader, if required, supports teachers to teach the skills necessary ensuring that children can design and make safely.

D.T. Resources

EYFS

Access to materials that encourage children to enhance and broaden skills, engage in problem solving such as everyday materials that include recycled materials, fabric, string and art materials. A range of construction equipment, including mega blocks, Duplo, Lego, Clix, cogs, straws, Stickle Bricks, Multi-link, wooden sticks, wooden blocks.

Year 1 to 6

Includes:

Powerpoints with examples and process

Resources sheets inc. children recording sheets

Unused equipment/resources for the unit/project

Information on Outtings and Trips linked to subject

Policy monitoring and review

The Head teacher, Senior Leadership Team and DT Subject Leader will monitor the effectiveness of this policy on a regular basis. The Head teacher and DT Subject Leader will report to the governing body on the effectiveness of the policy.

We are aware of the need to regularly review our policy to take account of new initiatives, changes in curriculum or developments in technology.

This policy will be reviewed during the Summer 2024
(unless any curriculum changes occur before this time)

Reviewed By: Ms Gordon September 2023