



St. George's Catholic Primary School

D.T. Policy

MISSION STATEMENT

Achieve, Believe, Care

INTENT

At St George's Catholic Primary School, Design and Technology (D&T) is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. Our pupils will acquire a broad range of subject knowledge and draw on other disciplines such as mathematics, science, engineering, computing and art. Pupils will learn how to take risks, become resourceful, innovative and enterprising. Through the evaluation of past and present design and technology, they will develop an understanding of its impact on daily life and the wider world. Undertaking design and technology activities in school will give our children opportunities to build their skills using a range of materials and processes and to work independently or as part of a team.

All children will undertake up to three design and technology activities each year. All design and technology activities will involve the children being taught the relevant skills, techniques and knowledge required to undertake the designing, making and evaluating aspects with increased confidence and technological knowledge.

The aims of our D.T. curriculum are to develop pupils who:

- Can build and combine skills, knowledge, concepts and values to enable them to tackle real problems.
- Can improve their analysis, problem solving, practical capability and evaluation skills.
- Will 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.
- Can make high quality prototypes and products for a wide range of users.
- Can critique, evaluate and test their ideas and the work of others.
- Learn to think and intervene creatively to solve problems both as individuals and as members of a team. The children are encouraged to become innovators and risk-takers.

IMPLEMENTATION

Our implementation of the D.T. curriculum is in line with 2014 Primary National Curriculum requirements for KS1 and KS2 and the Foundation Stage Curriculum in England. This provides a broad framework and outlines the knowledge and skills taught in each key stage. D.T. teaching will deliver these requirements through our termly units.

- Delivery of design and technology projects with a clear structure covering food and nutrition, structures, textiles, mechanisms and electrical systems across the key stages.
- Delivery showing clear following of the design process where each project will follow the research, design, make and evaluate cycle.
- A range of skills will be taught ensuring that children are aware of health and safety issues related to the tasks undertaken.
- Independent learning: Children may well be asked to solve problems and develop their learning independently.
- Collaborative learning: children may work as part of a team learning to support and help one another towards a challenging yet rewarding goal.
- Clear and appropriate cross curricular links to underpin learning in areas across the curriculum give the children opportunities to learn life skills and apply skills to 'hands on' situations in a purposeful context.
- Three-dimensional D.T. work will be displayed.

[D.T. Long Term Overview](#)

[D.T Progression of Learning](#)

Resources

We use a variety of resources to deliver the D.T. curriculum which is suitable for the ages and abilities of the pupils being taught.

These include:

- Cutting and connecting equipment e.g. glue gun, masking tape, scissors, hacksaw...
- Consumable materials and recycled items
- Cooking equipment
- Range of textiles
- Sewing tools

Educational Visits

We value first hand experiences in the form of educational visits and take every step to ensure they form an integral part of the curriculum for D.T. where appropriate.

IMPACT

The teaching and learning of D.T. enables all pupils to:

- Know more, remember more and understand more about Design Technology, demonstrating this knowledge when using tools or skills in other areas of the curriculum and in opportunities out of school.
- Have increased confidence in technological knowledge and have the ability to critique, evaluate and test their ideas and the work of others.
- As designers, develop skills and attributes so that they become problem solvers, individually and as part of a team, leading to them becoming innovators and risk takers. Therefore, preparing them with skills they can use beyond school and into adulthood.
- Achieve age related expectations in Design Technology.

Assessment, Recording and Reporting

Assessment is an integral part of teaching and learning and is based upon teachers' judgements of pupil attainment and progress.

Formative Assessment is, therefore, on-going and varied in nature. In each year group it may involve some, or all, of the following:

- Regular marking of recorded work.
- Teacher observation of individuals, pairs or groups.
- Targeted questioning
- Self and peer evaluation

Summative Assessment in Reception is through the Foundation Stage Profile. Assessments across KS1 and KS2 takes various forms including direct observation of children's work, drawings/plans, pictures of the process and finished products. A portfolio of evidence is collected by the DT lead across each academic year. Oral reporting by children including recommendations for any improvements, oral reporting by teachers of progress made and children's own assessments of work through evaluations. The children may work individually or in pairs or small groups for different tasks and activities. Parents are also updated on their child's progress through annual written reports.

Monitoring and Evaluation

The subject leader will:

- Review the long-term overviews, D.T. coverage and progression documents.
- Conduct lesson observations, pupil voice and folder looks.
- Provide feedback to SLT regarding the teaching of D.T. across the school.
- Share best practice with staff and keep up to date with any subject specific updates.
- Meet with the assigned Governor to review practice across the school.
- Review the D.T. policy annually.

Equal Opportunity

All children will be given the same opportunity to receive a broad, balanced curriculum regardless of social class, gender, culture, race, disability or learning difficulties.

Review

This policy will be reviewed every three years by the Governing Body or as required by changes in legislation.