



## St. Mary's Catholic Primary School

### Policy for Design and Technology

**Person Responsible:** Miss H. Gawor

**Date:** September 2017

**Review Date:** Autumn 2018

**Agreed by Governors:**

#### Rationale

Design technology is a practical subject, which involves children in the designing, making and evaluation of products using a variety of appropriate skills and materials. It enhances the curriculum by providing a practical emphasis and enables children to be creative and productive in a tangible way. Through their activities they will become more aware of the man-made world and the impact technology has on everyday life.

#### Aims and objectives

- To provide a wide range of learning opportunities which encourage enquiry.
- To extend the range of learning environments and depth of experience.
- To improve motivation and enjoyment.
- To provide opportunities to explore and evaluate problems.
- To enable children to develop and learn the knowledge and skills required to design and make products of good quality using a wide range of materials and components.
- To enable children to evaluate and improve their own products until they are well fitted for their intended purpose.
- To enable children to investigate and evaluate simple everyday products.
- To enable children to appreciate the impact of *technology* on everyday life and the environment.

## **Organisation and Methodology**

There will be a whole school approach to planning based on the National Curriculum Programme of Study 2014. Design & Technology may be taught in block units.

## **Differentiation**

Provision will be made for different levels of ability and ages.

Children will be given opportunities to:

- Take increasing responsibility for their work.
- Work independently and in groups.
- Be involved in tasks of varying duration.
- Undertake teacher directed and child initiated tasks.
- Undertake a range of activities including:  
Designing, making and evaluating products.  
Focused practical tasks to develop skills and Knowledge.  
Investigation of simple, everyday products through dis-assembly and evaluation.
- Work with a variety of materials, tools and components.
- Use ICT where appropriate.
- Discuss work undertaken.

## **Equal opportunities**

All children, regardless of race or gender, will have equal opportunities to participate in all activities. Positive attempts will be made to encourage both sexes to use tools/equipment in an effective manner.

Appropriate provision will be made for children with special educational needs.

Careful monitoring and evaluation of policy will be undertaken to ensure maximum effectiveness.

The help of parents and other interested people will be encouraged and used where appropriate.

## **Content**

Based on the New National Curriculum 2014

This identifies:

- Progression of skills/activities to be taught.
- Progression and development of Knowledge and Understanding.

## **The Units of work**

### **Teachers to identify-**

- Knowledge and skills necessary needed prior to the units.
- Links with other units within the scheme.
- Links within other curriculum areas.
- Vocabulary to be developed.
- Resources required to deliver the work.
- Expectations (Assessment Issues).

### **Within each Unit, teachers to identify:-**

- Learning objectives.
- Teaching activities.
- Learning outcomes.
- Teaching/health and safety points and risk assessments.

## **Cross-curricular links**

Design and technology can make a major contribution to cross curricular elements in the development of key concepts, skills, values and attitudes. Design and technology has a particularly strong link with the following cross curricular themes:

Information and communication technology, literacy, numeracy, arts, physical development, education for citizenship, careers education and guidance and economic and industrial understanding.

Appropriate Early Years experience for children pre-National Curriculum will be planned to develop areas of learning related to design and technology, e.g. developing an understanding of the world around them, using materials and tools to make things, developing language skills.

Opportunities to apply design problems to real world situations will be sought e.g. designing pop up books or designing an adventure playground.

## **Foundation Stage work**

Is supported by the EYFS guidelines. These indicate appropriate differentiated activities which tie in with the Foundation Stage Curriculum. See Policy.

## **Assessment**

Opportunities for assessment will be identified when planning and pupils will receive ongoing teacher assessment.

A record of the pupil's experience and achievement in design and technology will be kept by each class teacher.

Pupils should be on track to achieve the expected attainment standard by the end of KS2. The subject leader will monitor this. By the end of the academic year, the standard for each pupil will be passed to the next teacher.

Photographic evidence will record the process of designing and finishing products.

A statement of the pupil's progress and achievement in design and technology will form part of the annual report to parents.

## **Resources**

A range of resources is available for the teachers. The coordinator will be responsible for making sure the resources are maintained and updated.

## **Health & Safety**

A simple risk assessment should be carried out for all practical activities and also follow St. Mary's health and safety policy.

## **Monitoring**

The design and technology co-ordinator will monitor progression in all year groups on a yearly basis.

The effectiveness of the design and technology curriculum will be evaluated in discussions with the head teacher, key stage co-ordinators and design and technology co-ordinator.

## **Co-ordinator**

The Design and technology co-ordinator will support the teachers, Headteacher and governors to undertake a risk assessment of activities and plan INSET to support teachers in delivering the skills necessary to ensure that pupils can design and make safely.