

# **St. Mary's Catholic Primary School**



## **Policy for Design and Technology**

**2022/2023**

## **1 - Introduction**

This policy is a statement of the aims, principles and strategies for the teaching and learning of Design and Technology. It reflects our values and philosophy in relating to teaching and learning.

This policy was written by the design and technology subject leader in consultation with staff. It sets out a framework which both teaching and support staff can follow, and gives guidance on planning, delivery and assessment. This policy is intended for all teaching and support staff, governors, parents/carers and inspectors.

## **2 - Intent**

At St Mary's Catholic Primary School, our knowledge based curriculum is designed to build on children's prior learning and experiences by fostering resilience, encouraging children's thirst for new experiences and developing skills of enquiry. All children should have challenging, stimulating, creative and inspirational opportunities within Design and Technology, sequenced following the school's curriculum map building on prior skills, knowledge and vocabulary. Children should work independently and have the opportunity to collaborate with others. We intend to develop the children's creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world. We intend that every child can 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 that solve real life problems.

## **3 - Aims**

- To engage, inspire and foster creativity in our children.
- To provide children with a diverse range of experiences and opportunities, to create and design products that solve real and relevant problems.
- To provide all children with equal entitlement to a range of high-quality design and technology lessons.
- To allow children to develop mastery in the four main principles of design and technology: Investigate, Design, Create and Evaluate.
- Children to develop their own awareness of their skills and talents within Design and Technology.

- To challenge our children to think critically and to help them become independent learners.
- To develop each child's confidence and enjoyment in design and technology.

#### **4 - Role of the Subject Leader**

- Advise and support staff in planning, teaching and learning of design and technology.
- Support staff with planning and sequencing.
- Monitor planning as part of on-going subject monitoring and evaluation of practice.
- Audit DT resources, ensuring they are readily available and well maintained with support from the schools support staff.
- Keep up-to-date on the use of design and technology within the curriculum.
- Promote DT throughout the school.
- Monitor the use of sketchbooks throughout the school completing book looks where necessary.

#### **5 - Delivering the Curriculum**

##### **Planning**

St Mary's Catholic Primary School uses the National Curriculum as a basis for planning. As part of our bespoke curriculum designed for our school and the needs of our children, design and technology lessons are a skills-based sequence of activities. Teachers follow the St Mary's Design and Technology Curriculum Map to support them with the sequence of learning and each child should have their own completed product that solve real and relevant problems at the end of each topic.

##### **Assessment**

On-going, regular assessment is an integral part of our practice. At the end of each design and technology topic, each teacher inputs whether the child is working towards, expected or greater depth - using the skills developed throughout the topic via an assessment sheet shared with the subject leader. At the end of each topic,

children complete a respond sheet explaining the skills they have developed throughout the lessons taught as a way of summative assessment.

### **Resources**

DT resources are stored centrally. They are borrowed when needed and returned as soon as possible after use.

### **6 - SEN / Equal Opportunities**

Each child is given equal opportunity to develop the relevant skills, regardless of ability, race, gender and cultural background. The range of planned activities should be broad enough to allow all children of all abilities, including gifted and talented, to participate as fully as possible.