

St. Mary's Catholic Primary School



Policy for Design and Technology

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, we use Kapow's Design and Technology curriculum to inspire pupils to be innovative and creative thinkers who have an appreciation for the product design cycle through ideation, creation and evaluation. We want our pupils to develop the confidence to take risks through drafting design concepts, modelling and testing and to be reflective learners who evaluate their work and the work of others. Through the Kapow scheme, we aim to build an awareness of the impact of design and technology on our lives and encourage pupils to become resourceful, enterprising citizens who will have the skills to contribute to future design advancements.

3 - Implementation

Design and Technology is a huge focus at St Mary's and children are able to express themselves in a creative way. Children follow Kapow which has four major strands running through:

- Design
- Make
- Evaluate
- Technical knowledge

Units of lessons are sequential, allowing children to build their skills and knowledge, applying them to a range of outcomes. Lessons incorporate a range of teaching strategies from independent tasks, paired and group work including practical hands-on, computer-based and inventive tasks. Each of the key areas follows the design process (design, make and evaluate) and has a particular theme and focus from the technical knowledge or cooking and nutrition section of the curriculum. Kapow is a spiral curriculum and key areas are revisited again and again with increasing complexity building our children's knowledge in depth.

4 - Impact

The expected impact of following the Kapow Design and Technology scheme is that children will:

- Understand the functional and aesthetic properties of a range of materials and resources.
- Understand how to use and combine tools to carry out different processes for shaping, decorating, and manufacturing products.
- Build and apply a repertoire of skills, knowledge and understanding to produce high quality, innovative outcomes, including models, prototypes, CAD, and products to fulfil the needs of users, clients, and scenarios.
- Understand and apply the principles of healthy eating, diets, and recipes, including key processes, food groups and cooking equipment.
- Have an appreciation for key individuals, inventions, and events in history and of today that impact our world.
- Recognise where our decisions can impact the wider world in terms of community, social and environmental issues.
- Self-evaluate and reflect on learning at different stages and identify areas to improve.
- Meet the end of key stage expectations outlined in the National curriculum for Design and technology.
- Meet the end of key stage expectations outlined in the National curriculum for Computing.

5 - 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.
- 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

Following Kapow's Design and Technology scheme, each class follows lessons that are sequential, allowing children to build their skills and knowledge, applying them to a range of outcomes!

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.

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.