



St John's

Church of England

Academy

Part of the



Design Technology Policy 2021

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Aims

At St. John's, it is our aim to prepare children to be the best they can be in school and beyond, as they become adults in our rapidly changing world. We believe that Design and Technology enables children to develop the skills to not only succeed in but also contribute to the ever-evolving world that we live in.

National Curriculum:

Design and Technology 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, as well as considering their own and others' needs, wants and values. Pupils acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Students learn how to take risks and become innovative, enterprising, resourceful and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

(2014 Purpose of study)

Objectives:

To achieve our aims, we ensure that our DT curriculum is relevant, challenging and motivating. We provide the children with a range of materials, tools and equipment to facilitate high quality learning experiences.

We aim to:

- Inspire a love of creativity and innovation by providing children with opportunities to design and make quality products.

- Raise aspirations by offering children realistic design experiences that equip them with skills for a career in design and technology and everyday life.
- Increase resilience and teach children how to take risks within their learning.
- Give pupils the opportunity to use Design Technology in a problem solving capacity.
- Nurture autonomous learners.
- Prepare pupils to participate in tomorrow's rapidly changing technologies.
- Help children develop an ability to criticise constructively and evaluate their own products and those of others.

Impact

- Children will know more, remember more and understand more about Design Technology.
- The large majority of children will achieve age related expectations in Design Technology.
- As designers, children will develop skills and attributes they can use beyond school and into adulthood.
- Children will develop a secure knowledge of how to lead a healthy lifestyle and will be able to prepare a range of healthy dishes.

Curriculum Coverage and Balance

In order to fulfil our aims and objectives in Design Technology, a wide variety of teaching and learning styles are adopted. We use a skills based approach to teaching and learning using objectives taken from the National Curriculum.

Where appropriate, DT topics are cross-curricular. However, it is our highest priority to ensure our children are accessing high quality DT projects to maximise the acquisition of skills and progress. It is important to us that all DT topics are presented with relevant design briefs to engage and inspire our learners. Teachers should use their professional judgement to plan creatively and make links to topics and themes in other subject areas.

Teachers, in discussion with the children in their class, decide what products they will design and make, who their products will be for and what purposes they will perform.

Children will complete 3 design projects per year, including 1 food project.

At our school, we ensure that the children design, make and evaluate products using the broad range of materials and components specified in the statutory requirements. These include construction materials, textiles, food, mechanical components and, in Key Stage 2, electrical components.

Marking and Assessment

Feedback to pupils about their own progress in Design and Technology is achieved through assessing and discussing their work. Children will evaluate their own work using a range of Assessment for Learning methods. Teachers assess the children's progress against the age related expectations outlined in the school's progression of skills document.

Monitoring and Reviewing

The monitoring of Design and Technology is continuous and reviewing is constant in the light of curriculum changes, development and budget constraints.

Progress in Design and Technology is demonstrated through regularly reviewing and scrutinising children's work to ensure that progression of skills is taking place. Namely through:

- Looking at pupils' work, especially over time as they gain skills and knowledge.
- Observing how children perform in lessons.
- Talking to children about what they know.

Special Educational Needs

At St John's Church of England Academy we believe that high standards for all children underpin successful learning and progress. All children will be

encouraged and supported to develop Design and Technology capability through a range of materials. We recognise the importance of identifying specific difficulties that individual children might have so that appropriate teaching and organisational strategies can be adapted where necessary.

Every Child Matters

Children will be taught in line with the Every Child Matters document covering the five areas:

- Economic wellbeing.
- Enjoy and achieve.
- Be healthy.
- Be safe.
- Make a positive contribution.

Health and Safety

The general teaching requirement for health and safety applies in this subject. Teachers should write down any health and safety requirements on their medium term plan, considering tools, materials and the equipment that will be used. Risk assessments are to be carried out prior to undertaking D&T projects. Before undertaking practical tasks, children should be taught to use tools correctly in order to ensure safety.

In food technology, we identify whether there are any children who are not permitted to taste or handle any food ingredients or products. We follow our school and local authority policy and guidance on health and safety.

Resources

Practical Design Technology resources are stored in the Year 4 classroom and are clearly labeled and stored tidily. Published material for both key stages is stored in the staffroom. Class teachers are responsible for ensuring they have the correct resources that are required for their project.

Role of the Subject Coordinator

The Subject Coordinator will:

- Lead the development of Design and Technology in the school.
- Provide guidance to individual members of staff.
- Keep up to date with local and national developments in Design and Technology and disseminate relevant information.
- Regularly review the Design and Technology policy.