Design and Technology Policy

Let it be known to all who enter here that
Christ is the reason for this school,
the unseen but ever present teacher in its classes,
the model for its children, the inspiration for its staff.

1 Aims and objectives

1.1 Design and technology prepares children to take part in the development of God's rapidly changing world. Creative thinking encourages children to make positive changes to their quality of life in line with the teachings of the Catholic Church. The subject encourages children to become autonomous and creative problem-solvers, both as individuals and as part of a team. It enables them to identify needs and opportunities and to respond by developing ideas and eventually making products and systems. Through the study of design and technology they combine practical skills with an understanding of aesthetic, social and environmental issues, as well as functions and industrial practices. This allows them to reflect on and evaluate present and past design and technology, its uses and its impacts. Design and technology help all children to become discriminating and informed consumers and potential innovators.

1.2 The aims of design and technology are:

- to develop imaginative thinking in children and to enable them to talk about what they like and dislike when designing and making;
- to enable children to talk about how things work, and to draw and model their ideas;
- to encourage children to select appropriate tools and techniques for making a product, whilst following safe procedures;
- to explore attitudes towards the made world and how we live and work within it;
- to develop an understanding of technological processes, products, and their manufacture, and their contribution to our society;
- to foster enjoyment, satisfaction and purpose in designing and making.

2 Teaching and learning

2.1 The school uses a variety of teaching and learning styles in design and technology lessons. The principal aim is to develop children's knowledge, skills and understanding in design and technology. Teachers ensure that the children apply their knowledge and understanding when developing ideas, planning and making products and then evaluating them. We do this through a mixture of whole-class teaching and individual/group activities. Within lessons, we give children the opportunity both to work on their own and to collaborate with others, listening to other children's ideas and treating these with respect. Children critically evaluate existing products, their own work and that of others. They have the opportunity to use a wide range of materials and resources, including ICT.

2.2 Children learn in different ways, and respond best to different types of input. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the child's individual learning. We achieve this through a range of strategies.

3 Design and technology curriculum planning

3.1 Design and technology is a foundation subject in the National Curriculum. Our school uses KAPOW Primary as the basis for its curriculum planning in design and technology. KAPOW Primary offers a scheme of work that allows teachers to access detailed lesson plans and expand on their subject knowledge.

3.2 KAPOW gives teachers access to different units that allows them to cover all areas of the National curriculum. The scheme of work gives all children the opportunity to develop their skills, independent learning, knowledge and understanding. There are opportunities for planned progression and for children to build upon their prior learning and knowledge, so that the children are increasingly challenged throughout the lessons and as they move through the school.

4 The Foundation Stage

4.1 We encourage the development of skills, knowledge and understanding that help reception children make sense of their world as an integral part of the school's work. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the development of the children's knowledge and understanding of the world to the objectives set out in the Early Learning Goals.

4.2 We provide a range of experiences that encourage exploration, observation, problem solving, critical thinking and discussion. These activities, indoors and outdoors, attract the children's interest and curiosity.

5 Assessment and recording

5.1 Teachers assess children's work in Design and Technology by making assessments as they observe them working during lessons. They record the progress that children make by assessing the children's work against the progression of skills and knowledge provided by KAPOW.

5.2 At the beginning of each unit there will be an assessment sheet listing the skills and knowledge children are required to use throughout the unit. This will evidence the four stages; design, make, evaluate and technical. The assessment sheet will continue throughout the school to show the progression children have made as they move through the school.

5.3 Children will record their work in their DT books in years 2 – 6 and in their floor book in year 1 to provide opportunities for assessment. This shows the progression throughout the unit. Photographs will be used as evidence for the final product made by the children.

6 Resources

6.1 Our school has a range of resources to support the teaching of design and technology across the school. Classrooms have a range of basic resources, with the more specialised equipment being kept in the design and technology store.

7. Health and safety

7.1 The general teaching requirement for health and safety applies in this subject. We have a risk assessment in place for staff to review before teaching DT. We teach children how to follow proper procedures for food safety and hygiene.

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