

Hanley St Luke's Church of England Academy

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D&T POLICY

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Subject lead	M Taylor
Governor/Committee (where applicable)	For Statement of Principles Full Board

Our Vision:

Jesus said: 'I have come that they may have life and have it to the full.'

Promoting *life-long learning*

Developing *life-giving relationships*

Exploring *life-enhancing faith*

Inspiring *life-enriching aspiration*

This policy outlines the teaching, learning, organisation and management of the behaviour at Hanley St Luke's C of E Primary Academy.

At Hanley St Luke's our Mission is to:

- Promote Christian belief and practice and to encourage the moral and spiritual development of all people in our school.
- Develop in each person a sense of self-worth and the necessary qualities to become a full and valuable member of British society
- Encourage the full academic potential of each child.
- In our school we promote honesty, courtesy, kindness, perseverance and respect. We celebrate all our many differences and diversity, believing each individual is special and valued by God.

Design and Technology Curriculum Policy

This policy outlines the purpose, nature and management of the Geography taught and learned in Hanley St. Luke's Church of England Academy. We recognise that pupils are entitled to quality Design and technology teaching and the acquisition of life long design and technology skills. Design and technology is a foundation subject within the National Curriculum. The purpose of this policy is to state how the school intends to make this provision.

What is Design and Technology?

The National Curriculum Purpose of Study states that:

“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, considering their own and others’ needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising 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” (National Curriculum Document 2014)

Intent Statement

At Hanley St Luke's, Design and Technology is an inspiring and practical subject that encourages children to learn to think and intervene creatively to solve problems, both as individuals and as members of a team. Resilience is a key theme running through our DT curriculum, and the children are encouraged to become innovators and risk-takers. Staff encourage children to use their creativity and imagination, to design and make products that solve real and relevant problems within a variety of contexts. We also aim to make links to designs and designers throughout history, providing opportunities for children to critically reflect upon and evaluate their designs. We aim to, wherever possible, link work to other disciplines such as mathematics, science, engineering, computing and art. This gives learning purpose and relevance to the children.

Implementation

Across the school, through a variety of creative and practical activities, we teach the knowledge, understanding and skills needed to engage in an interactive process of designing and making. The children design and create products that consider function and purpose and which are relevant to a range of sectors (for example, the home, school, leisure, culture, enterprise, industry and the wider environment).

When designing and making, the children are taught to:

Design:

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional diagrams, prototypes, pattern pieces and computer-aided design.

Make:

- select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing, as well as chopping and slicing) accurately.
- select from and use a wider range of materials, ingredients and components, including construction materials, textiles and ingredients, according to their functional properties, aesthetic qualities and, where appropriate, taste.

Evaluate:

- investigate and analyse a range of existing products.
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
- understand how key events and individuals in design and technology have helped shape the world.

Technical knowledge:

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures.
- understand and use mechanical systems in their products.
- understand and use electrical systems in their products.
- apply their understanding of computing to program, monitor and control their products
- Understand some of the ways that food can be processed and the effect of different cooking practices.

Key skills and knowledge for Design and Technology have been mapped across the school to ensure progression between year groups. The context for the children's work in Design and Technology is also well considered and children learn about real life structures and the purpose of specific examples, as well as developing their skills throughout the programme of study.

Impact

At Hanley St Luke's, we ensure the children:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding (including technical vocabulary) and skills in order to design and make high-quality prototypes and products for a wide range of users and critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook. Children will design and make a range of products. A good quality finish will be expected in all design and activities made appropriate to the age and ability of the child.

Children learn how to take risks, becoming resourceful, innovative, enterprising 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.

Resources and access

We have a range of quality resources which support our design and technology teaching across the school. These include for e.g. age appropriate scissors for Early Years, KS1 and KS2 which are kept in classrooms. Most resources are kept in the loft such as saws, hammers, nails, wood and glue guns. Cookery equipment (apart from sharp knives) is kept in the cupboards outside of Year 2 – this must be washed after every use and is the responsibility of the individual classes.

Curriculum and Planning

We use the National Curriculum for design and technology as the basis for our planning. We incorporate the scheme of work into our creative curriculum according to the current topics being studied by each year group. Our curriculum planning is in 3 phases-long term, medium term and short term. Our long-term plan maps the design and technology content spread over the creative curriculum topics. Some topics have a greater focus on geography than others. Together with the curriculum leader, the design and technology subject leader works this out in conjunction with teaching colleagues in each year group. We often aim to combine the design and technology study with work in other subject areas. Our medium-term plans identify which areas of the National Curriculum are covered in each topic. Medium-term plans give details of each unit of work for each term. They include the ABC of our curriculum structure: A-Curriculum Breadth (key knowledge, skills and standards.) B-Threshold Concepts (key aspects of design and technology which build upon conceptual understanding and therefore can be repeated many times.) C- Progression of Learning (stages of understanding from basic, advanced and deep.) The design and technology subject leader reviews these plans on a regular basis.

Teachers within each year group work together to plan for each lesson and to ensure consistency in both classes. These lesson plans list specific learning challenges. The class teachers then make their own daily plans, and can discuss them with the geography subject leader on an informal basis if required.

We plan the topics in design and technology so that they build upon prior learning. Children of all abilities have the opportunity to develop their skills and knowledge in each unit and, through planned progression built into the whole school scheme of work, we offer them an increasing challenge as they move up the school.

Assessment and record keeping (Teaching and Learning and Assessment Policy)

Teachers regularly assess capability through observations and looking at completed work. Key objectives to be assessed are taken from the national curriculum to assess key design and technology skills. Assessing design and technology work is an integral part of teaching and learning and central to good practice. It should review the way that techniques and skills are applied purposefully by pupils to demonstrate their understanding of the concepts of design and technology. Both formative and summative assessment are carefully planned into every lesson. As assessment is part of the learning process it is essential that pupils are closely involved. Pupil's progress is assessed and recorded during the year through normal teacher planning and observation. At the end of most lessons the children will complete '*2 things they have learned*' either with words, pictures, phrases or sentences. Assessment will be gathered from observations, questioning, marking and self-assessment, to give a clear picture of each child's achievements and to identify which areas are for development in future work. This information will be passed onto parents in the yearly school report, and also on to the next teacher at the end of the year.

Assessment can be broken down into;

- Formative assessments are carried out during and following short focused tasks and activities. They provide pupils and teaching staff the opportunity to reflect on their learning in the context of the agreed success criteria. This feeds into planning for the next lesson or activity.
- Summative assessment should review pupils' capability and provide a best fit description (working towards, working at or working beyond expected level). Use of independent open ended tasks, provide opportunities for pupils to demonstrate capability in relation to the term's work.
- Teachers also use the app Seesaw to record pupils' works and as a method of pupils evidencing independent work.

Monitoring and evaluation

The subject leader is responsible for the standard of the children's work and the delivery of the design and technology curriculum. Review of subject standards and teaching quality follow the standard school performance management procedures. The subject leader is also responsible for supporting colleagues in the teaching of design and technology, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school.

Health and Safety

Staff will always model and teach the safe use of tools and equipment and insist on good practise

The role of the design and technology co-ordinator is to:

- lead the development of design and technology across the school.
- provide guidance to all members of staff .
- keep up to date with local and national developments in design and technology and disseminate relevant information.
- review and monitor the success and progress of planned units of work.
- order stock linked to the planned units of work.
- be responsible for the organisation and maintenance of design and technology resources and replace as required.
- Co-ordinate and displays of design and technology.
- To keep parents and governors informed on the implementation of design and technology in school.

Design and technology lead – M Taylor

Policy updated July 2024