Holy Cross Primary
Catholic Voluntary Academy

Loved, Valued, Challenged

OUR LADY OF LOURDES
CATHOLIC MULTI-ACADEMY TRUST

DESIGN & TECHNOLOGY POLICY

Signed _____ (Principal) Date _____

Signed _____ (Chair of Governors) Date _____

October 2018

Date of next review _____

HOLY CROSS PRIMARY CATHOLIC VOLUNTARY ACADEMY

DESIGN & TECHNOLOGY POLICY

Mission Statement
'At Holy Cross we aim to develop a caring, Catholic community based upon the life and example of Jesus Christ which envelops the life and lives of everyone and everything at our school. The school aims to provide a challenging curriculum that reflects our philosophy, to promote the spiritual, moral, cultural and physical development of each child to his/her potential.'

Introduction
The policy has been drawn up as a result of staff discussion and has the full agreement of the Governing Body. The implementation of this policy is the responsibility of all teaching staff. The responsibility for monitoring and review rests with the Design and Technology Co-ordinator.

Aims and objectives
Design and Technology prepares children to take part in the development of tomorrow's rapidly changing world. Creative thinking encourages children to make positive changes to their quality of life. 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 of 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 helps all children to become discriminating and informed consumers and potential innovators. It enables them to understand and apply the principles of nutrition and learn how to cook.

Our objectives in the teaching 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 things
- 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 and products, their manufacture and their contribution to our society
- to foster enjoyment, satisfaction and purpose in designing and making things
- to develop the cross-curricular use of design and technology in other subjects

Teaching and learning style
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 or 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. In all classes, there are children of differing ability. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- setting common tasks that are open-ended and can have a variety of results
- setting tasks of increasing difficulty where not all children complete all tasks
- grouping children by ability, and setting different tasks for each group
- providing a range of challenges through the provision of different resources
- using additional adults to support the work of individual children or small groups

Implementation

At Holy Cross we teach through a creative curriculum. Cross-curricular links are made whenever possible and the content is in line with The National Curriculum 2014. Each project children undertake will demonstrate the principles user, purpose, functionality, design decisions, innovation and authenticity. They will be evident to a greater or lesser degree in each project.

Monitoring and Evaluation

The DT co-ordinator and senior management are responsible for observing practise and monitoring the quality and impact of Design and Technology teaching and learning. Monitoring throughout the school takes place whereby the subject leader reviews evidence of children's work. Photographic evidence of children's work will be kept at the end of each project and copies given to the subject co-ordinator. The subject leader will also carry out 'D.T. walks' around the school to observe lessons and/or completed work. The D.T. Curriculum Action Plan is reviewed with the head teacher and staff.

Foundation Stage

Expressive Arts and Design is one of the four specific areas of learning in the EYFS framework. Expressive Arts and Design involves supporting children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas, and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

This learning forms the foundations for later work in design and technology. These early experiences include asking questions about how things work, investigating and using a variety of construction kits, materials, tools and products, developing making skills and handling appropriate tools and construction material safely and with increasing control. 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.

Inclusion

Children in each class will follow the same topic at an appropriate level to their

understanding and ability and will be presented with activities within their capabilities. Where appropriate extending activities for more able pupils will be planned. Appropriate provision will be made for children with physical disabilities. This is in line with our school inclusion policy.

Equality opportunities
In D.T., as in other curriculum areas, we give equal opportunities to all children, in line with our school equal opportunities policy.

Safe Practice
Safety is paramount. Children are taught the safe use of all tools used. Children are made aware of potential hazards.
When using tools, children are taught the following safety rules:
• Always put both hands on the tool being used (except hammer).
• Always concentrate fully on the task at hand.
• Never walk around the room carrying sharp tools.
• Always replace tools in their proper place after use.
• Always use appropriate tools for the task at hand.

Assessment for learning
Teachers assess children's work in design and technology by making assessments as they observe them working during lessons. Through the use of questions teachers can gain an insight into the reasons for the development of ideas and extend understanding further. Supportive and constructive feedback is often verbal and is provided to all pupils. We use Key Performance Indicators to track children's performance in D&T. This helps to inform planning, identifies children who might need additional support and highlights children who need to be challenged further in their learning experience.

Role of the Co-ordinator
- Produce the D.T. Policy
- Provide advice to teachers or seek information to help support with appropriate resources, teaching of DT skills and approaches to assessment.
- Co-ordinator to purchase and organise the appropriate resources.
- Attend relevant in service courses and feedback to staff new information and ideas.
- Monitor Teaching and Learning.

Role of the class teacher
Class teacher is responsible for teaching and developing the detailed planning to ensure that pupils are taught the statutory requirements for design and technology. Class teachers are also responsible for evaluating their schemes of work and for appropriately resourcing lessons.

Resources
Our school has a wide 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 a central store area. It is the responsibility of all

teachers to note the resources they will need for the following school year. If new resources are required, the subject leader will investigate suitable purchases within the Design and Technology budget.