



Design and Technology Policy

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Our Mission Statement

At Holy Cross, we are very proud of our school motto and our Catholic ethos; **Loved, Valued, Challenged.**

Loved: We love one another as Jesus taught us – our friends, our families and those who we may never meet.

Valued: We value everyone – everyone is important; pupils, staff, parents, governors, and members of the community– no matter their race, religion ability or need. We try to live like Jesus taught us.

Challenged: We challenge each other – not only with our learning but challenge each other to be more merciful to others, have a little more understanding of others’ needs and challenge each other to be better people.

Our Vision

At Holy Cross, we aim to develop a caring Catholic community based upon the life and example of Jesus Christ, which envelopes the life and lives of everyone and everything in our school. It is through Christ’s message of love and forgiveness that the children, staff, both teachers and ancillary, parents and governors, preserve the essential Catholic ethos of the school.

The school aims to provide a challenging curriculum that reflects our philosophy, broadly balanced and relevant, and to support the development of the whole child to his/her full potential. At Holy Cross, everybody matters, therefore we encourage all to show respect to each other and the environment.

Intent

Our intent for Design and Technology (DT) at Holy cross is to ensure pupils are aware of the real-world purposes and application for their DT knowledge to solve problems in response to consumer requirements. Each unit works through a variety of stages to meet a specific design need.

The ‘design’ stage seeks to embed understanding of product research, the importance of consumer opinions and requirements and exploring movements and mechanisms to help generate informed ideas. The ‘make’ stage gives pupils opportunities to explore tools and materials and progress to making informed design choices for their intended products.

The ‘evaluate’ stage helps develop critical, reflective thinkers judging their work against design criteria and consumer needs. This cycle is underpinned by an exploration of technical knowledge to enable the pupils to develop the subject-specific skills and knowledge needed not only to fulfil the requirements of the design need but to ensure that these skills progress and are built on throughout the school.

We intend our children to see themselves as having an important role in society, know how they can contribute to it and be encouraged to have curiosity about DT. We intend for them to be prepared for the next stage of learning and have a desire for lifelong learning that may develop into future occupations or hobbies within this area.

Curriculum

Through the teaching of DT across school we aim to ensure that all pupils:

- 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 and skills to design and make high-quality prototypes and products for a wide range of users.
- 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.

In EYFS, provision should enable pupils to:

Explore and play with a range of media and materials, as well as providing opportunities for sharing ideas and feelings through a variety of activities in design and technology, movement, role-play and art. Pupils will also handle equipment and tools effectively for a purpose.

In Key Stage 1, pupils should be taught:

Design – To generate and communicate ideas through talking and drawings to design purposeful, functional, appealing products for themselves and other users based on a design criteria.

Make – To select and use a range of tools and equipment to perform practical tasks and use a wide range of materials and components according to their characteristics.

Evaluate – To explore and evaluate a range of existing products before the development of their own and to then evaluate their products against the design criteria.

Technical criteria – To build structures exploring how they can be made stronger, stiffer, and more stable and the use of mechanisms in their products.

In Key Stage 2, pupils should be taught:

Design – To further model and communicate ideas through discussion, annotated sketches/diagrams and prototypes and further develop design criteria, through research, to inform the design of innovative, functional, appealing products that are fit for a purpose.

Make – To select and use a wider range of tools and equipment to perform practical tasks accurately and select and use a wider range of materials and components, according to their functional properties and aesthetic qualities.

Evaluate - To investigate and analyse a range of existing products to inform ideas and then to evaluate ideas and products against their own design criteria and views of others to improve their work. Throughout, understanding how key events and individuals in design and technology have helped shape the world we have today.

Technical knowledge – To further strengthen, stiffen and reinforce more complex structures, understand, and use mechanical and electrical systems in their products and apply their understanding of computing to program, monitor and control their products.

Teaching & Learning

At Holy Cross, Design Technology is delivered as a discrete subject and, wherever possible, cross curricular links are formed. Design Technology links well with many other subjects, such as Art, Maths, Computing and Science and teachers carefully plan these links to ensure they are meaningful.

To ensure high standards of teaching and learning in Design and Technology, we implement a curriculum that is progressive throughout the whole school. Teachers use the progression document to ensure the curriculum is covered and the skills/knowledge taught is progressive from year group to year group.

Units of work are carefully organised on the school's combined Art/DT long term plan so that over the course of each key stage children will experience projects on food technology, structures, textiles (linked to art) mechanisms and electrical systems. The skills and knowledge have been allocated to year groups and revisited to ensure progression and coverage.

Each year group should carry out Design, Make, Evaluate projects over the course of the school year-one being food and nutrition.

In KS1 and 2, DT is linked, where possible, with topics being studied that half term in dedicated DT subject sessions.

Early Years Foundation Stage

In EYFS, learning in the specific area 'Expressive Arts & Design' and 'Physical development' takes place across every day indoors and outdoors.

Exploring and using media and materials: children sing song, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form, and function.

Being imaginative: children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play, and stories.

Physical development: children handle equipment and tools effectively for a purpose.

In Key Stage One and Two, the National Curriculum programmes of study direct the content of teaching, with planning and progression support from the combined Art and Design planning from Kapow. Teaching has a specific focus in each year group and is linked, where possible, to a topic therefore connecting it to a wider context. A Progression document has been written to ensure that the teaching of core and wider knowledge and development of skills is progressive across the school.

Teachers plan for progression half-termly, building on prior learning and plan specific learning opportunities enabling pupils to acquire knowledge, apply it through developing techniques, control and use of materials and tools with creativity, experimentation, and an increasing awareness of different kinds of design and technology to create informed, purposeful, and appealing products.

Assessment and Reporting to Parents

Teacher assessment – This is ongoing in lessons and on the completion of a topic. Throughout school, questioning, observation of work and approaches used, pupils' responses to their own and each other's work, and final outcomes evidenced in books/final product all inform the assessment process.

Self and peer assessment – Opportunities for this are used at the end of topics involving positive and constructive critique of their own work, and that of others.

Reporting to parents – Comments regarding progression against the age-related expectations for this subject are reported to parents as part of the end of year report.

Monitoring

The Curriculum leader, alongside Senior Leadership Team, is responsible for monitoring and evaluating curriculum progress. This is done through:

- work scrutiny,
- planning scrutiny,
- resource audits,
- learning walks which involve lesson observation drop-ins,
- pupil interviews,
- subject-knowledge audits with staff.

Priorities for 2023 - 2024

Priority 1: Ensure that the D&T curriculum - and the teaching of it – drives progress.

Priority 2: Ensure that equipment and resources for staff and pupils are audited to ensure that they are fit for purpose.

Priority 3: Ensure that the curriculum shows a progression of skills across the school.

Ideas for Families

Explore seasonal produce grown in our local area e.g. strawberry picking at Brooke Farm, Linby.

Involve your child in choosing meals and ingredients for them, incorporating nutrients needed for a balanced diet <https://www.nhs.uk/live-well/eat-well/the-eatwell-guide/>

Discuss the ingredients that are in your meals at home and where they have come from e.g. beef from cows.

<https://www.theschoolrun.com/5-home-design-and-technology-projects-primary-children>

