



Diocese of Nottingham  
Working in partnership with The Saint Robert Lawrence Academy Trust



## The Priory Catholic Voluntary Academy

### Design & Technology Policy

#### Rationale

Design and Technology (DT) prepares children to take part in the development of tomorrow's rapidly changing world. 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. Design and technology helps all children to become discriminating and informed consumers and potential innovators.



#### Purpose:

The aims of Design & Technology are:

- To help children develop creative and imaginative thinking; and promote their problem-solving skills.
- To enable children to develop their communication skills being able to discuss products and the design process; asking questions, presenting ideas and suggesting improvements.
- To encourage pupils to select appropriate tools and techniques for making a product, whilst following safe procedure.
- To explore attitudes to 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 enthusiasm, satisfaction and purpose in designing and making.

#### Curriculum Guidelines:

- The curriculum map for design and technology is planned and reviewed on a yearly basis to ensure that the necessary knowledge, skills and understanding are taught in line with the New National Curriculum (2014), providing continuity and progression throughout school with pupils building on previous experience and skills.
- Our DT Progression Ladders show how the knowledge, skills and understanding are broken down into year groups and terms to provide this continuity and progression throughout the school. The school is introducing DT Knowledge Organisers (autumn 2 2019) to make it clear to the children what skills they will be learning in a topic and how this will build on their prior knowledge, skills and understanding. They will also have key vocabulary and definitions on them for the children to refer to.

- Through careful planning a broad, balanced, relevant and purposeful DT curriculum is ensured for all children. Planning for design and technology is supported by the DATA (Design & Technology Association) scheme 'Projects on a Page' and units of work may be planned from this incorporating the six principles of a good project: considering user, purpose, functionality, design decisions, innovation and authenticity. Planning identifies Investigative, Disassembly, Evaluative, Activities (IDEAs), Focused Practical Tasks (FPTs) and Design & Make Assignments (DMAs), enabling children to achieve purposeful, quality products using and developing a range of DT skills. Planning builds on prior learning, work is differentiated in various ways to cater for pupils of ranging abilities, and outcomes are identified in line with year group expected standards in DT.
- The school uses a variety of teaching and learning styles in design and technology including whole class teaching, modelling, individual and group work, collaborative projects and use of secondary sources.
- Design and technology projects will be presented in a variety of ways to meet the needs of every pupil irrespective of age, gender, ability or race.
- Design and technology will be supported by making cross-curricular links with other subjects providing pupils with the opportunity to understand the real relevance of DT in society and how to apply DT skills to other areas of learning.
- It is important that pupils are given opportunities to apply and develop their key skills in literacy, numeracy, computing and their personal and social skills through their learning in design and technology.
- Regular project displays throughout school will celebrate and share key learning in DT.
- Further opportunities may be provided to extend, challenge and stimulate interest and excitement in DT (such as visits to local industry).
- Resources and project guidance will be stored centrally and regularly updated to ensure that staff and children are adequately supported in the teaching and learning of design and technology.
- Opportunities for links with other schools and staff CPD will be provided to ensure the continuation of quality DT provision for pupils.

### **Monitoring & Assessment**

- Assessment is integral to effective teaching and learning. Teachers assess children's work in DT in various ways, through observing pupils' knowledge and skills, marking completed work, questioning and discussing projects with the children. These help inform next learning steps within projects and across units of work.
- In line with the school's assessment system, at the end of completed DT projects staff will complete assessment grids determining whether pupils are achieving an emerging, met or embedded standard of work. Criteria for our assessment grids have been informed by the progression framework published by DATA matching with national expectations for each year group.
- Monitoring of design and technology is the responsibility of the subject coordinator supported by the SLT. The work of the coordinator involves supporting colleagues in the teaching of DT, being informed of current developments in the subject and providing a strategic lead and direction for the subject. Subject monitoring is undertaken through a variety of methods which may include analysis of assessment data, lesson observations, pupil work samples, pupil questionnaires, resource audits, monitoring of teacher planning, website analysis, informal discussions with staff and pupils.
- A subject action plan is devised each year by the subject coordinator to maintain progress in DT, target areas for development and report key achievements.

### **Health and Safety**

Design and Technology resources are stored centrally and access by pupils may only be permitted with adult support. Specific guidance for risk assessment of DT projects is available for reference for all staff.

When working with tools, equipment and materials in practical activities and in different environments, including those that are unfamiliar, pupils will be taught:

1. About hazards, risks and risk control.

2. To recognise hazards, assess consequent risks and take steps to control the risk to themselves and others.
3. To use information to assess the immediate and cumulative risks.
4. To manage their environment to ensure the health and safety of themselves and others.
5. To explain the steps they take to control risk.

There will be specific teaching of proper procedures for food safety and hygiene for all food DT projects.

*This policy was developed during the Autumn Term 2019*

*Reviewed: Autumn 2020*

*Next Review: Autumn 2021*