

St Mary and St Michael Catholic Primary School



***“Learning together as we follow in the
footsteps of Christ”***

Design & Technology Policy

Reviewed: January 2024
Update: January 2025

Introduction

This policy outlines the teaching, organisation and management of the Design and Technology taught and learnt at St Mary and St Michael Catholic Primary School.

This policy has been drawn up by the subject leader and the implementation of this policy is the responsibility of all the teaching staff.

Intent

At St Mary and St Michael Catholic Primary School, we place our children at the heart of everything we do and offer them an engaging Design and Technology curriculum where every child has the right to high quality teaching and learning opportunities that help them think innovatively and develop a practical and meaningful understanding of the design process. Pupils are guided in designing and making products that have a real-world relevance within a variety of contexts.

Within Design and Technology, children will learn and build on a range of practical and technical skills (see progression of skills), testing their ideas and critiquing and evaluating both their own products and the work of others. Our intent is that the D & T curriculum works with other foundation and core subjects to help equip children with life skills, knowledge and understanding. Children are shown how to plan and encouraged to think creatively, solve problems, consider the needs of others, take risks, be resourceful, be innovative and be enterprising.

Statutory Requirements

Statutory requirements for the teaching and learning of Design and Technology are laid out in the Bailiwick of Guernsey Curriculum and the Design and Technology Entitlement Document. For Early Years, children are able to access Design and Technology Skills through the Expressive Art and Design element of Development Matters.

Implementation

Our chosen scheme of work (KAPOW) is recognised by Guernsey Education as a scheme that satisfies the Statutory requirements for the teaching and learning of Design and Technology as laid out in the Bailiwick of Guernsey Curriculum and the Design and Technology Entitlement Document (September 2023). Our youngest children access Design and Technology skills through the Expressive Art and Design element of Development Matters.

The chosen D & T units support both the progression of practical skills and a broad range of subject knowledge, drawing on disciplines such as mathematics, science, engineering, computing and art. It is recognised that Food and Nutrition forms an important part of pupils' life skills and so this has been included in every year group. Key Stage 2 pupils have this in addition to the units specified in the Knowledge and Skills document.

Teaching Time and Class Organisation

Year groups 1-6 have two D & T units per year (Early Years have two per term). These are delivered on a rolling basis throughout the year with Art and Music (two consecutive lessons each time). This ensures children get a regular experience of D & T throughout the school year rather than units being blocked in one place with long gaps between units. This aids long term memory and retrieval practice. In addition to this, KS2 children will receive a Food and Nutrition experience in the Summer Term.

A typical unit of work includes:

1. Looking at examples of products and objects similar to what they are later designing and making

2. Being taught, exploring and learning the practical skills needed for independent work within the unit
3. Developing success criteria for the product they will make
4. Designing, drawing and planning based on the product exploration, knowledge and skills and the success criteria for the product
5. Practical making activities when their designs are made real and being taught to adjust their designs as they work through the making process
6. Testing of final product against the success criteria
7. Reflection and evaluation of their design

Links between other subjects and Design and Technology

There are significant opportunities within each unit for children to consolidate and apply their skills from core subjects:

- English- reflective writing and speaking and listening opportunities during collaborative work.
- Maths- shape and measure opportunities as well as accurate measuring, cutting, mixing and joining of materials and ingredients.
- Science- forces and electrical circuits, nutrition, growing and keeping healthy
- ICT- use of control technology, design software, collection of data and handling of data and research of information.
- PSHE- use of eat well plate and healthy eating when covering food technology.

With other foundation subjects, links can be made dependent upon the focus of the other subject and its appropriateness i.e. historical links

School and Class Organisation

Design and Technology offers many opportunities for all children, due to a very broad range of learning styles which are associated with the subject.

How we cater for pupils who are more able

Children show themselves as being more able in DT through:

- Working with greater accuracy
- Working with greater independence
- Deeper understanding of technological concepts
- Ability to identify sharper success criteria
- Follow the success criteria with systematic approach
- Demonstrating a personal determination, resilience and persistence when problem solving

Teachers should therefore be alert to these children, who may not always show strengths in other subject areas, then being prepared to encourage higher achievement through careful questioning and prompting. Use of particularly able children as 'class experts', to help other children with skills, knowledge and understanding. The KAPOW scheme of work also offers suggestions for each lesson as to how children, who are more able, can be challenged.

How we cater for pupils with particular needs

For children who commonly have problems in more academically demanding subjects, Design and Technology often gives the opportunity to use practical skills and therefore achieve successes which are not achieved in other areas of learning.

The use of a scaffold approach through structured questioning, clearer and more explicit guidelines can ensure children's designing can develop. Some children may require assistance with some of the practical skills necessary, e.g. organisation, fine motor control. The KAPOW scheme of work offers suggestions for each lesson as to how children needing extra help can be supported.

Pupils with special educational needs and individual education plans

Teachers should give particular support to children identified with special educational needs or individual education plans. This can be given through the use of teacher/ teaching assistant support, peer mentoring from a 'class expert', use of any outside agency support and/or use of specialist equipment designed for children with physical difficulties. Any support usually given for children with reading / writing should apply to any literary task within Design and Technology.

How we work in EYFS

The reception class are given continuous provision for Design and Technology activities, with focuses given at regular intervals to enhance this provision (see Progression of Skills and Knowledge document). The class then has directed activities which strive to develop children's understanding of joining techniques and making 2D pictures/ 3D models through the use of various equipment.

Resources

Resources for Key Stages One and Two are organised by type in the resource cupboard which is monitored by the Subject leader, however staff know that it is each teacher's responsibility to pass on a list of any resources needed to the Design and Technology Co-ordinator ahead of any units in their long term plans.

Information and Communication Technology (ICT)

The use of ICT can greatly enhance learning and teaching in Design and Technology, and this is incorporated, where appropriate, into the KAPOW units.

Equal Opportunities

At St Mary and St Michael, we are dedicated to ensuring all children are given the same opportunity to learn and realise their full potential in all areas of the curriculum including D & T. This is supported by the KAPOW scheme of work but also by staff ensuring that all children get the opportunity to participate fully in each lesson.

Assessment for Learning (AfL)

At St Mary and St Michael, we are committed to the development of children as being confident individuals, successful learners, responsible citizens and effective contributors, achieved through the use of AfL. As a matter of daily classroom practice, teachers will:

- Share the learning objectives of a lesson (e.g. WALT-We Are Learning To)
- Clarify the success criteria of each task (e.g. WIN-What I Need)
- Model and share ideas of quality
- Create an environment where students develop as active learners
- Adjust teaching to take into account the results of AFL
- Mark selectively by focusing on the learning objectives
- Give effective feedback in order to help the child progress

In D & T children are given the opportunity to self-assess with the support of their peers and their teacher. Emphasis is placed on this collaborative approach to assessment, rather than just teacher assessment, as it is recognised this forms an important part of the learning process in D & T. This will provide a solid foundation for self-assessment and reflection as children move away from more prescriptive learning in early Key Stages to more independent D & T opportunities in KS3 and beyond.

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