



St. Wilfrid's' Catholic Primary School

Design Technology Policy



Our Mission Statement

**'Inspired by Christ we grow and
learn together reaching our fullest
potential.'**



Curriculum Statement

INTENT

At St Wilfrid's Catholic Primary School, we aim to provide children with a Design and Technology education that is relevant in our rapidly changing world. We want to encourage our children to become problem solvers who can work creatively on a shared project. We believe that quality Design and Technology lessons will inspire children to think independently, innovatively and develop creative, procedural and technical understanding. Our Design and Technology curriculum provides children with opportunities to research, represent their ideas, explore and investigate, develop their ideas, make a product and evaluate their work. Children will be exposed to a wide range of media including textiles, food and mechanisms; through this, children will develop their skills, vocabulary and resilience.

IMPLEMENTATION

Our Design and Technology curriculum is designed by identifying the key skills, knowledge and understanding required by the National Curriculum, which is then planned to ensure that the skills are taught sequentially across the key stages and that new skills build on and develop the skills taught in previous years.

Children have access to key knowledge, language and meanings to understand Design Technology and to use these skills across the curriculum. In Design Technology children are asked to solve problems and develop their learning independently. This allows the children to have more ownership over their curriculum and lead their own learning in Design Technology. English, Maths and ICT skills are taught during discrete lessons but are revisited in Design Technology so children can apply and embed the skills they have learnt in a purposeful context.

Teachers create a positive attitude to design and technology within their classrooms and reinforce an expectation that all children are capable of achieving high standards. Our whole school approach to the teaching and learning of design and technology involves the following;

All teaching of DT should follow the research, design, make and evaluate cycle. Each stage should be rooted in technical knowledge and vocabulary.

When designing and making, pupils should be taught to:

Design

- Design purposeful, functional, appealing products for themselves and other users based on design criteria.
- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.



Make

- Select from and use a range of tools and equipment to perform practical tasks, for example, cutting, shaping, joining and finishing.
- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.

Evaluate

- Explore and evaluate a range of existing products.
- Evaluate their ideas and products against design criteria.

The design process should be rooted in real life, relevant contexts to give meaning to learning. While making, children should be given choice and a range of tools to choose freely from.

To evaluate, children should be able to evaluate their own products against a design criteria.

DT should be taught to a high standard, where each of the stages should be given equal weight.

There should be evidence of each of these stages in the children's DT books, which should also develop to show clear progression across the key stages as they are passed up through each year group.

Through our planning, we involve problem solving opportunities that allow children to find out for themselves. Children are encouraged to ask their own questions and be given opportunities to use their skills and research to discover the answers.

Planning involves teachers creating engaging lessons, often involving high-quality resources to aid understanding of conceptual knowledge. Teachers use precise questioning in class to test conceptual knowledge and skills, and assess children regularly to identify those children with gaps in learning, so that all children keep up.

We build upon the learning and skill development of the previous years. As the children's knowledge and understanding increases, and they become more proficient in selecting and using equipment.

IMPACT

Our Design and Technology Curriculum is developing to provide well thought out lessons and topics that demonstrate progression. In addition, we measure the impact of our curriculum through the following methods:

- Reflection on standards achieved against the planned outcomes;
- Pupil discussions about their learning, which includes discussion of their thoughts, ideas,



processing and evaluations of work. As designers, children will develop skills and attributes they can use beyond school and into adulthood.

Special Education Needs and DT

According to OFSTED, (designtechnology.org.uk) pupils with special educational needs make better progress in D&T than in most other subjects.

This is because designing and making usable products gives pupils a real sense of achievement. They benefit from experiencing their own progress and taking responsibility for their own learning. They enjoy the practical application of their ideas. Plus, their personal engagement with the task improves attention span, patience, persistence and commitment.

All of which means special needs pupils can achieve results that compare or even exceed their peers. Design and Technology offers these pupils the chance to experience achievement at a level that may seldom occur elsewhere in their school life.

Design and Technology is a popular and valuable subject for pupils with special educational needs. Knowledge and understanding is drawn from across the curriculum and helps to develop and enable numeracy, literacy and communication skills that can be applied in practical ways. This consolidates skills from other lessons and reinforces learning with positive outcomes.

A broad spectrum of the D&T curriculum is planned and delivered in order to accommodate and challenge pupils of all abilities. It may be necessary to provide specialist equipment, adapt room layouts, utilise adult helpers and allow additional time for tasks.

Adapting Design and Technology for pupils with special education needs is a real challenge for teachers. Yet because D&T adds so much to a pupil's educational experience, our membership community actively provides many examples of how lesson plans may be adapted to address a range of learning needs. Another example of how D&T teachers are inventive, resourceful, thoughtful and creative – and always put their pupils first.

Pupils with SEN often find designing activities problematic. Therefore, thought is required to ensure pupils can access and produce successful initial design work. Activities focused on the physical making of designs are supported 'one to one'. Yet it is also important to encourage pupils to work as independently as possible. For example, by using key words sheets, flow charts and visual instruction sheets which explain a process in a step-by-step manner.

Equal Opportunities

The design technology curriculum is accessible to all children irrespective of age, ability, gender and cultural background. Children are encouraged to respect and value the diversity of other cultures and lifestyles.



Cultural Capital and Enrichment

Culture Capital is the accumulation of knowledge, behaviors, and skills that a child can draw upon and which demonstrates their cultural awareness, knowledge and competence; it is one of the key ingredients a pupil will draw upon to be successful in society, their career and the world of work.

Our carefully structured DT curriculum provides opportunities that are additional to the National Curriculum. We provide children with a varied and broad curriculum which prepares them for the future. Design technology helps to build cultural capital through exposure to life-skills such as innovation and entrepreneurship. Our curriculum enables and nurtures a love of design and technology, helping children to develop the skills required for their future working life. Children are provided with learning opportunities and experiences that allow them to research products, achieve goals and become successful. To support children's, understanding, knowledge and skills they are given access to a wide range of tools and resources to support them in creating purposeful products.

Health & Safety

Health and safety is important, particularly when working with tools, equipment and resources. Children should be given suitable instruction on the operation of all equipment before being allowed to work with it.

Children need to be taught how to:

- Use tools and equipment correctly
- Recognise hazards and risk control

Children should be:

- Be strictly supervised in their use of equipment at all times.
- Be taught to respect the equipment they are using and to keep it stored safely while not in use
- Be taught to recognise and consider hazards and risks and to take action to control these risks, having followed simple instructions.

Food Hygiene

- Pupils and staff will take care to undertake appropriate hand washing and other hygiene related activities prior to preparing food.
- Pupils and staff working with food must wear aprons designated for cooking.
- Painting equipment must not be washed up or used in the sink in the kitchen areas in the Nursery and Nurture room.

- All jewelry should be removed and hair tied back



Sawing

- Bench hooks and clamps must be used when sawing any material.
- Safety goggles must be worn and any loose items of clothing/hair must be tucked in.

Risk assessments are carried out by the class teacher for activities where a risk assessment is deemed appropriate.

All school visits are carefully planned with safety in mind and consideration of the age and ability of the children.

Field trips are well supervised. Staff should refer to the Educational Visits Guidelines. All trips require a risk assessment.

The Role of the Design and Technology Co-Ordinator is to:

- Lead the development of design and technology in school.
- Provide guidance to individual 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 the planned units of work
- Order stock linked to the planned units of work at the end of each term.
- Be responsible for the organisation and maintenance of design and technology resources.
- Be responsible for any CPD opportunities for staff in DT.
- Co-ordinate any display of design and technology work.

This policy outlines the teaching and learning of design and technology. It reflects the views of all teaching staff and was drawn up as a result of staff discussion. This policy will be reviewed annually by the co-ordinator. The implementation of the policy is the responsibility of all teaching staff and will be monitored by the head teacher.

This policy will be reviewed in September 2024





