St Christopher's C.E. Primary School
Design & Technology Policy

SCHOOL VISION

Flourishing together in a Christian community where every child has a life-long love of learning and has the confidence, resilience, skills and ambition to achieve their dreams.

MISSION STATEMENT

Design and technology helps to prepare children for the developing world. The subject encourages children to become creative problem-solvers, both as individuals and as part of a team. Through the study of design and technology they combine practical skills with an understanding of aesthetic, social and environmental issues. Design and Technology helps all children to become discriminating and informed consumers and potential innovators.

AIMS

At St Christopher's we aim:

- To develop imaginative thinking in children and to enable them to talk about what they like and dislike when designing and making;
- 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 foster enjoyment, satisfaction and purpose in designing and making;
- To use ICT software to assist our designing and learning.

STATUTORY REQUIREMENTS

The national curriculum for design and technology aims 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 in order 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 the Foundation Stage (Nursery and Reception)
Children are taught to:

- Operate mechanical toys and make toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.
- Use various construction materials so they can begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.
- Join construction pieces together to build and balance.
- Use tools for a purpose and that they need to be used safely.
- Construct with a purpose in mind, using a variety of resources and how to manipulate materials to achieve a planned effect.

- Select appropriate resources and adapt work where necessary.
- Select tools and techniques needed to shape, assemble and join materials.

At Key Stage One (Years 1 and 2)
Children are taught to:
- Describe how something works.
- Think of an idea & plan what to do next.
- Cut food safely and to describe the ingredients being used.
- Make a product that moves.
- Explain to someone else how to make a product then explain what went well with the work.
- Choose appropriate resources and tools & explain why they have been chosen.
- Join materials & components in different ways.

At Key Stage Two (Years 3-6)
The children are taught to:
- Create a design that meets some set criteria.
- Follow a step by step plan, choosing the right equipment and materials.
- Select the most appropriate materials, tools and techniques for a given task.
- Share ideas and help each other to improve their work.
- I can evaluate products for their purpose and appearance.
- Persevere and adapt the work when the original idea does not work.
- Collecting information from different sources and complete market research.
- Appeal to a specific audience.
- Make a prototype before make a final version.
- Work within a budget

SUBJECT ORGANISATION

Foundation Stage: (Nursery and Reception)

We encourage the development of skills; knowledge and understanding that help the younger children make sense of their world as an integral part of their learning environment. 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. These activities, indoors and outdoors, attract the children's interest and curiosity.

Key Stage One: (Years 1 and 2)

Throughout Key Stage One the children will have a range of experiences, some of which will be a specifically taught skill such as how to use a saw to cut wood and others that are experiential like manipulating paper pulp to create a desired shape. The projects will fit into other areas of the curriculum to create a cross curricular, enriched learning experience for the children.

Key Stage Two: (Years 3, 4, 5, 6)

Children will design and make a range of products. A good quality finish will be expected in all design and make activities appropriate to the age and ability of the pupil. The work covered in each year group ensures a balance of

investigative, disassembly and evaluative activities, focused practical tasks as well as designing and making assignments.

PLANNING

The curriculum planning for design and technology is in three phases: long, medium and short term.
The long-term plan maps out the units covered in each term throughout the whole school.
The medium term plans give details of each unit of work for each term. They identify learning objectives for each unit, and ensure an appropriate balance and distribution of work across each term.
Class teachers complete a plan that covers each design and technology lesson. These list the specific learning objectives for each lesson and detail how the lesson will be taught.
The long term plan is completed as a whole staff so that each activity builds upon prior learning of the children. We give children of all abilities the opportunity to develop their skills, knowledge and understanding and we also build planned progression into the scheme of work, so that the children are increasingly challenged as they move through the school. Where possible the learning will be completed through a cross curricular approach ensuring that DT has a link to the topic being studied.

MARKING/FEEDBACK

Design and technology that is recorded in books will be marked in line with the school marking policy. As this is a subject which is largely practical evidence will be in the form of photographs, video, models and group projects.

ASSESSMENT AND TARGET SETTING

Target tracker is used to assess the ability of the children both formatively and summatively throughout the year.

CROSS-CURRICULAR OPPORTUNITIES

Design and technology has links to all subjects across the school and staff and children alike have the flexibility to incorporate this area of learning into any topic.

THE USE OF ICT

ICT is used regularly as a tool to instruct, record, research and analyse.

Personal, social, and health education and citizenship.

We encourage the children to develop a sense of responsibility in following safe procedures when making things. They also learn about health and healthy diets. Through their understanding of personal hygiene they also learn how to prevent disease from spreading when working with food.

Spiritual, moral, social and cultural development

Our groupings allow children to work together and they understand how we expect them to do this. Collaborative work in design and technology develops respect for the abilities of others and a better understanding of themselves. In addition, they develop a respect for the environment, for their own health and safety and that of others. They learn to appreciate the value of similarities and differences. A variety of experiences teaches them to appreciate that all people are equally important.

INCLUSION

At St Christopher's Church of England Primary School we aim to provide for all children so that they achieve as highly as they can in Design and Technology according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. Gifted children will be identified and suitable learning challenges provided.

EQUAL OPPORTUNITIES

At St Christopher's Church of England Primary School all children are provided with equal access to the Design and Technology curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

PARENTAL INVOLVEMENT

Parents are invited to join in with all activities; they particularly enjoy the aspects of design and technology that involve food. Many parents are very supportive of class projects like 'The Victorian Tea Room' (Year 3).

HOMEWORK

Log book homework is set regularly and can be completed in any appropriate form. This may include designing, making or evaluating using skills the children have learnt within school.

Update to Policy Record Sheet

Date	Reference / aspect of policy to update	Suggested amendments to consider at next review.