

In God's love we believe and achieve



St. Michael's

Catholic Primary School

Design and Technology Policy

St Michael's - Design and Technology Policy

Introduction

This policy outlines the teaching, organisation and management of design and technology (D&T) taught and learnt at St Michael's Catholic Primary School. The school's policy for D&T is based on the 2014 Curriculum for Key Stages 1 and 2 and the 2020 Development Matters document for EYFS. The policy has been drawn up to reflect the whole school approach to D&T and has been discussed with staff.

The implementation of this policy is the responsibility of teaching staff. D&T prepares children to take part in the development of today's rapidly changing world. Our DT curriculum allows knowledge and skills to be built upon. It encourages children to become independent and creative problem-solvers, both as individuals and as part of a team with the aim of creating lifelong, resilient learners, and global citizens. Through our curriculum we aim to develop confident children who achieve their potential.

The DT curriculum enables them to identify needs and opportunities and to respond by developing ideas, creating and evaluating products and systems for a purpose.

The aims of D&T are to:

- develop the creative, technical and practical expertise need 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.

Teaching and learning style

Our principal aim is to develop children's knowledge, skills, vocabulary and understanding in D&T. Teachers ensure that the children apply their knowledge and understanding when developing ideas, planning and making products and then

evaluating them. We do this through a mixture of whole-class teaching and individual/group activities. Within lessons, we give children the opportunity both to work on their own and to collaborate with others, listening to other children's ideas and treating these with respect. Children critically evaluate existing products, their own work and that of others. They have the opportunity to use a wide range of materials and resources including ICT. All areas of our DT curriculum are revisited and built upon to develop and embed knowledge and skills.

In all classes there are children of differing ability. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- setting common tasks that are open-ended and can have a variety of results
- providing a range of challenges through the provision of different resources
- utilising additional adults to support the work of individual children or small groups.

D&T Curriculum Planning

St Michael's follows the programme of study outlined in the Curriculum 2014 and the 2020 Development Matters document for EYFS. We have personalised our curriculum to ensure our curriculum is broad and balanced and allows opportunities for pupils to revisit and build upon their learning. Our personalised curriculum gives pupils the opportunity to access a range of D&T. Children are provided opportunities to work with textiles, mechanism, electrical systems and many more. The D&T subject leader has worked in conjunction with teaching colleagues in each year group to design the curriculum and reviews the curriculum termly to make any necessary changes in preparation for the following school year.

The long term overview includes NC objectives, activities and outcomes for area of learning and includes key vocabulary children will explore. Our progression document ensures learning is mapped out from Nursey to Year 6. This allows learning to be adapted when needed and ensures children are building upon key knowledge and skills.

Early Years Foundation Stage

Our curriculum embeds the 2020 Development Matters materials. It encouraged the development of skills, knowledge and understanding from Nursey and Reception to be built upon. D &T in early years is found in many areas of learning including: personal , Social and Emotional Development, Physical Development, Understanding the World and Expressive Arts and Design. This encourages children to ask questions about how things work, be creative in their design and choice of materials, investigate and use a variety of construction kits, materials, tools and products, developing making skills and handling appropriate tools and construction material safely and with increasing control.

Teaching children with special educational needs and gifted and talented pupils

We teach Design and Technology to all children, with due regard to their ability. Design and Technology also forms part of our school curriculum policy to provide a broad and balanced education to all children. Teachers provide learning opportunities that are matched to the needs of children with learning difficulties. Work in design and technology takes into account the targets set for individual children in their Individual Education Plans (IEPs)

Assessment and recording

Teachers assess children's work in Design and Technology by making assessments as they observe them working during lessons. Teachers collect examples of the children's' work and forward them to the coordinator for monitoring and for evaluating the curriculum. This evidence may be paper-based or electronic through the use of Earwig. The D&T subject leader keeps evidence of the selection of children's work at different ability levels, forwarded by class teachers in the D&T subject leader's file. This demonstrates what the expected level of achievement is in Design and Technology throughout each year in the school.

Resources

Our school has a wide range of resources to support the teaching of Design and Technology across the school. The resources are stored in a central location so that all staff are aware of and have access to the resources. Audits will be carried out regularly to monitor the resources, any shortfalls should be reported to the coordinator who will arrange for replenishment. Prior to beginning a D&T, staff are encouraged to ask for assistance from the D&T

subject leader, to acquire and organise resources in preparation. The library also contains a selection of books for D&T and food preparation.

Monitoring and review

Monitoring of the standards of children's work and of the quality of teaching in design and technology is the responsibility of the D&T subject leader. The work of the D&T subject leader also involves supporting colleagues in the teaching of D&T, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

Health and Safety

As CLEAPS members St Michael's consider and act upon any guidance provided by the employer or CLEAPSS. It is the responsibility of teaching and non-teaching staff and other adults to:

- Take reasonable care for their own health and safety and that of others who may be affected by their acts or omissions
- Implement the provisions of this policy
- Cooperate with the employer and other colleagues in promoting health and safety

Risk Assessment

The school has adopted 'model' or 'general' risk assessments published by CLEAPSS which each member of staff adapts to:

- local circumstances
- the activity
- resources
- the needs of individual pupils

When planning activities from the long term overview, if the proposed activities or equipment are not covered by a model risk assessment in relevant CLEAPSS guides, a Special Risk Assessment must be obtained by contacting CLEAPSS.

Supervision

This school's interpretation of group sizes and supervision for design and technology activities are based on CLEAPSS advice as follows

Very close supervision <i>Needed when there are</i>	Two or three pupils to one adult
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<i>significant risks of accident and injury</i>	
<p>Close supervision</p> <p><i>Needed when there are risks of accident and injury, but these are predictable and considered unlikely.</i></p>	Small group (up to 6) pupils to one adult
<p>Moderate supervision</p> <p><i>Needed when risks of accident and injury are well controlled and unlikely.</i></p>	10-15 pupils to one adult

Resources

All staff must be aware of their individual responsibility to ensure that equipment and materials are fit for purpose, safe to use, safely stored and appropriate for pupils to use every time a design and technology activity is carried out.

Procedures

All staff are responsible for ensuring that the necessary procedures to safely carry out design and technology activities are implemented, including:

- Hygiene procedures such as washing hands
- Personal protection such as tying back hair, tucking in loose clothing, and removing jewellery
- Reducing workplace hazards such as not using water near an electrical point or appliance

This policy will be reviewed every 2 years and signed by The Chair of Governors on behalf of the Governing body.

Signed by Mike Volynchook, Chair of Governors on behalf of the Governing body.
Signed Copy available from school office.