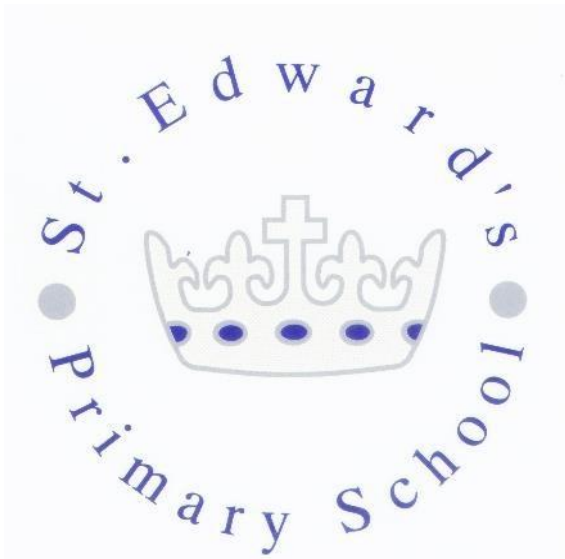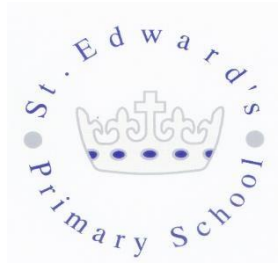# St Edward's
Catholic Primary School
Part of the Nicholas Postgate Catholic Academy Trust

Design & Technology
Policy

Reviewed September 2020

Review Date September 2021

Our Mission Statement

...we should love people not only with
words and talk, but by our
actions and true caring.
1 John 3:18

Our Vision Statement

We are guided by our Mission Statement and we
aim to:

- develop and care for the **whole child** through our teaching and sharing of the Catholic faith.
- show our love of God in the way we care and value each other and ourselves.
- aspire and equip children with those skills necessary to become contributing members of society and responsible adults.
- recognise and encourage all pupils' individual gifts and talents.
- provide an excellent quality of education striving to achieve the very highest standards for all pupils and, at the same time, develop lively critical minds.
- develop each pupil's appreciation of education as a lifelong and enjoyable process.
- work in partnership with the Parish and families, local schools and community groups recognising that only by working together can the school make its contribution towards the development of committed Christians and active members of the Church.

What is Design and Technology (DT)?

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

Design & Technology is organised according to the guidelines set out in the National Curriculum. Pupils 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.

In Design and Technology, children should acquire and apply knowledge and understanding of:
- Designing
- Making
- Evaluating
- Technical knowledge
- Cooking and nutrition with regards to the use of **construction materials**, **textiles** and **ingredients**.

Our Aims

Our aims in teaching Design and Technology at St. Edward's Primary are to:
- 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.

Principles for the Teaching and Learning of Design Technology

Design and Technology is important because;
- It is a foundation subject in the National Curriculum.

- It heightens awareness of the world around us.
- It raises self-esteem and feelings of self-worth.
- It develops collaborative and social skills.
- It equips children with necessary skills for both now and the future - It provides children with a broad and balanced curriculum.

Strategies for the teaching Design and Technology

The Design and Technology curriculum at St Edward's in primarily linked to topics in both KS1 and KS2 wherever possible using our Creative Curriculum approach to teaching

Pupils with Special Needs

Teachers ensure that pupils have access to the range of Design and Technology activities. Pupils are encouraged and supported to develop their Design and Technology capability using a range of materials. Teachers differentiate activities within Design and Technology to ensure that the specific needs of individual children are best met.

Assessment and Recording

At St Edward's it is considered that the gathering of evidence of pupil attainment is an integral part of the teaching and learning process. The teacher in the course of their teaching carries out most of our assessment on an informal basis. Samples of work will be taken from the pupil, as appropriate.
The formative assessment system:
- sets out **steps** so that pupils reach or exceed the end of key stage expectations
- judges whether pupils are on **track** to meet end of key stage expectations
- pinpoints aspects of the curriculum where pupils are **falling behind** and **recognises exceptional performance**
- supports **planning** and **teaching** for all pupils
- **reports to parents** and, where pupils move to other schools, provide clear information about each pupil's strengths, weaknesses and progress

Evidence of each pupil's attainment will also come from observing them at work, by questioning and by listening to the pupils and assessing their ongoing work.
For further information regarding assessment, please refer to assessment and planning policy.

Strategies for recording and reporting

Records of progress in Design and Technology contain:
- A school portfolio, which contains samples of pupils work across the key stages, is collected to show continuity and progression throughout the school.

Reporting to parents

At St Edward's the parents are informed on a formal basis twice a year through interviews and informally as necessary for the individual child. Parents are also informed about pupil's progress annually through a written report

Strategies for Ensuring Progress and Continuity

It is the policy of the staff at St Edward's to ensure that all areas of the curriculum provide progression and continuity for all pupils.
All the teachers in school are involved in the planning of the design and technology curriculum.
In St Edward's the process of Design and Technology will involve pupils in the following:
(a) Identifying needs and opportunities for Design and Technology activity
(b) Design generation and planning
(c) Making
(d) Evaluating
(e) Technical knowledge

Resource Management

Our school has a wide range of resources to support the teaching of design and Technology across the school. Classrooms have a range of basic resources, with the more specialised equipment being kept in the design and technology leader's classroom.

Computing

We use computing to support design and technology teaching when appropriate.
Children use software to enhance their skills in designing and making, and use draw and paint programs to model ideas and make repeating patterns. They use databases to provide a range of information sources and CDROMs to gain access to images of people and environments. The children also use ICT to collect information and to present their designs through draw and paint programs.

Safety Guidelines

Children will be taught to use any tools, materials, equipment and apparatus in a safe and appropriate manner. They will be taught to consider their own safety and well-being and, just as importantly, that of their peers and others who work alongside them. Children will be taught the correct storage of tools. This is particularly important with the teaching kitchen. Children will be supervised

by an adult at all times, taught proper and correct methods and use safe and tested equipment.

Use of School Equipment

- Sharp tools e.g. knives will never be left unattended.
- Only adults will use hot glue guns.
- Children will be supervised at all times when using any DT equipment
- Correct modelling and teaching methods
- Children will be supervised at all times in the teaching kitchen with a ratio of 1:15 maximum
- When using ovens, microwaves, pans or other 'hot' implements, children will have close supervision

Food – Hygiene and Safety

- Food will be stored appropriately when not in use.
- Teachers should check the dietary needs of their pupils and identify any food which should to be available to specific children e.g. allergies, vegetarian, halal etc.
- When working with food all surfaces should be covered and clean.
- Children and adults will wash their hands before and after handling any food products
- All equipment will be washed after each session
- Children will be supervised in the teaching kitchen at all times
- Small groups of no more than 14 to be in the teaching kitchen at one time
- Members of staff to receive basic food hygiene training (CL, LG, LR)
- All pupils and teaching staff should wear plastic aprons and follow the health and safety rules including preparation and cleaning routines when undertaking food activities
- No nuts or nut products to be anywhere on the school site at any time.
- Teaching kitchen will be cleaned at the end of each day for bacteria prevention

For more information please refer to the Health and Safety policy.

The Role of the Design and Technology Co-ordinator

At St. Edward's the role of the DT Co-ordinator is:

- To be responsible for the purchasing and organisation of appropriate resources.
- To advise staff on the use of resources.

- To be informed of new developments in the teaching and learning of DT and to inform teaching staff.
- To ensure progress and continuity in DT throughout the school.
- To take the lead in policy development and the production of Schemes of Work.
- To support teachers in their implementation of the Schemes.
- To assist in the development and implementation of whole school assessment and record keeping with particular reference to DT.