SAINT MARY'S CATHOLIC PRIMARY ACADEMY

Mr J O'Connor – Head Teacher

CURRICULUM POLICY FOR DESIGN AND TECHNOLOGY

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CURRICULUM POLICY FOR DESIGN AND TECHNOLOGY

Mission Statement

"We Value All in the Name of Jesus the Christ"

Learning is a sacred endeavour.
Here are some highlights from a document shared in full on our 'Building the Kingdom' course – to whet your appetite!

How is Maths a sacred subject?
How is Design Technology a sacred subject? Design Technology incorporates innovative creativity and risk-taking leading to a high level of resourcefulness enabling learners to become channels of divine inspiration. Design Technology challenges students to engage with issues of inclusion, stewardship, the dignity of the human person and ecology.

Introduction

Design and Technology is a practical subject about exploring visual and tactile qualities of expression and considering the art and design of others. It encourages experimentation and originality, and accepts every style and all abilities. It is a celebration of children's imagination.

Intent

At St Mary's, we want our pupils to be exposed to inspiring, rigorous and practical DT projects, whilst acquiring skills and knowledge to create products suitable for a purpose and audience. We encourage our pupils to use their creativity and imagination to design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. We want our pupils to see where possible that DT links with other curriculum disciplines including mathematics, science, computing and art.

Implementation

Our DT curriculum is designed to build skills incrementally with careful mapping across key stages and between year groups. The curriculum promotes creativity, independence and collaboration, resilience and self-reflection. We want our pupils to love, appreciate and be able to evaluate the products that they have designed and made. Throughout our DT curriculum we give pupils the opportunity to market the products they design and make whilst being mindful of their target audience, packaging etc. We want our pupils to have acquired skills and knowledge whilst making their designs that inspire innovative thinking and an awareness of the role that designers and manufacturers have in the wider world. For some children their experiences will form the first steps of their future career.

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Through the teaching of Design and Technology, the children at St Mary's will explore a variety of skills associated with designing, making and evaluating. Planning ensures a 'Journey of Learning' that incorporates an artist inquiry where children can learn more about the designer's life and work, an exploration of skills where children are taught a specific skill and have the opportunity to practice and finally, children are provided with the opportunity to apply the skills they have learnt within their own design linked to the topic.

Impact

By the time the children at St Mary's leave our school they should have developed the skills to:
- have acquired the knowledge, concepts and skills outlined in the National Curriculum alongside a positive attitude and enjoyment towards the subject.
- have a wealth of experience that has been gained through the designing and making of a wide range of purposeful products.
- have confidence to be innovative, resilient risk-takers.
- have learnt how to design and make a variety of products across a range of disciplines including: textiles; mechanisms; cooking and nutrition; structures; control and monitor; electrical systems and joining techniques

Children should be proficient with the skills they have learnt and be able to apply them in a variety of contexts within their learning and in the real world. They should be able to celebrate their learning and have the confidence to further explore the possibilities presented by the creative world.

Planning and Organisation

Design and Technology at St Mary's is planned through our own curriculum taking into account the National Curriculum 2014. Design and Technology is carefully sequenced with regard and in rotation with Art and Design, to provide a comprehensive curriculum that has been strategically sequenced to ensure a broad and effective learning experience for all pupils. Teachers use long term planning, developed by the Design and Technology Coordinator, which informs medium term planning.

Class teachers are responsible for the teaching of Design and Technology in their class in consultation with and with guidance from the Design and Technology coordinator, Middle Leadership and Senior Leadership.

Foundation Stage

Teachers of the Foundation Stage base their teaching on the objectives determined in the Foundation Stage Framework for Early Years (which has been updated in line with the new framework for September 2021). This ensures that they are working towards the 'Early

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Learning Goals for Creating with Materials under the umbrella of 'Expressive Arts and Design'. The goals involve guiding children to use and explore a variety of materials, tools 4 and techniques while experimenting with colour, design, texture, form and function. Children will also be encouraged to share their creations, explaining the processes they have used.

Key Stage 1 and 2

We use our school developed curriculum for Design and Technology in Key Stage 1 and Key Stage 2 to ensure full coverage of the subject is taught. We ensure that there are opportunities for children of all abilities to develop and apply their skills and knowledge in each topic. Opportunities for progression are planned for to ensure that children are increasingly challenged as they progress through the school.

Long Term Planning

This is based on the National Curriculum for Design and Technology, which details what is to be taught over the Key Stages and provides the topic basis for planning Design and Technology activities for each year group. Opportunities for recap and recall through the school will be clearly identifiable.

Medium Term Planning

This takes the long term plan and organises the teaching of Design and Technology into half-termly sections. The planning is more detailed and the objectives are more specific in nature. This planning is developed by the class teachers, who respond to the needs of their pupils. It also ensures a balanced distribution of work is undertaken across each term. The medium term planning includes the learning intents for each lesson and the key knowledge the children will be learning. The medium term planning will also give opportunities for recap and recall through the school.

Short Term Planning

The short term planning is rooted into the medium term planning; this is to allow teachers to focus on preparation for the lessons. Teachers can use the medium term planning to identify the key knowledge they will be teaching, which will make the preparation of resources more efficient.

SEND and Equal Opportunities

At St Mary's, we adapt and differentiate learning opportunities for children with SEND in Design and Technology lessons. Teaching is adapted to suit the needs of these pupils in a variety of ways:

- setting suitable learning challenges
- responding to children's diverse learning needs

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Interventions to enable inclusion may involve:

- grouping for teaching and learning purposes
- additional support
- adapted use of resources

Design and Technology is incorporated into a wide range of cross-curricular subjects.

In Design and Technology lessons, we ensure that EAL children are supported in a variety of ways e.g. emphasising key vocabulary and ensuring that the key vocabulary is explained in a way that can be understood, providing teacher or teaching assistant support, speaking clearly, using resources such as visual images, examples of work and making links to previous experiences.

Recording of Children's Work

Children are encouraged to record work in their design books when appropriate and photos are taken when using different media such as sculpture. Children may use a combination of written responses, mind-mapping, collages, examples of skills practice and final pieces of DT work as a record of their work. Examples of children's work will be retained to provide evidence of ongoing Design and Technology teaching, assessment for learning and to celebrate the children's work. Examples of the children's work will also be displayed on the school website including photographic evidence of displays, presentations and visiting artists to provide a source of engagement with parents, carers and the wider community.

Marking and Feedback

Marking and feedback is provided in line with the whole school marking and feedback policy. Feedback relates to their attainment against the learning objectives for Design and Technology.

Monitoring and Evaluation

Design and Technology is monitored throughout school by the Design and Technology coordinator.

Evidence is provided through:
- work scrutiny
- data analysis
- review of planning
- learning walks
- pupil interviews

Feedback is shared and discussed with senior management, staff and governors regularly.

Assessment

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Creativity is a fragile process that is hard to measure and assess and should always be nurtured and supported.

Teachers should consider assessment as a holistic practice, which takes place during every art lesson through conversation with pupils:

- Tell me about that you are making and what inspired you
- What might you do next?
- Tell me about the materials and techniques you are using
- What have you discovered?
- How do you feel about the end result?
- What kinds of problems did you encounter and how did you get around them?
- Tell me about things you really liked or enjoyed
- What would you like to explore more of?
- What is the potential of what you have done? What could you do next?

Arrangements for Review

Policies are regularly updated/reviewed by staff and godvernors to ensure that all aspects of the Design and Technology policy aims are being met and that the standards Design and Technology are continuing to improve. This policy will be reviewed again by the Leadership team and Design and Technology coordinator by Jne 2024.