

ST. LUKE'S CHURCH OF ENGLAND PRIMARY SCHOOL



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St Luke's is built on a core set of Christian values, where children feel happy and cared for. Here they find, love, joy, hope and peace.

John 13: 34-35 says: 'Love one another. As I have loved you... By this everyone will know that you are my disciples.'

'Following in God's way, Learning day by day, Working with one another, Caring for each other'

DESIGN TECHNOLOGY POLICY

Date of Policy: 2021

Review Date: 2024

1 Aims and Objectives:

1.1 At St Luke's, we provide a broad D.T curriculum that promotes learning and allows **all** children the opportunity to develop knowledge and skills. We believe that Design and Technology (DT) is vital for all children as they implement skills and knowledge into their daily lives. From understanding what makes a healthy balanced diet and lifestyle to planning, designing and evaluating a project independently. The skills that our children learn are important not only in school but also in ensuring they have the opportunity to reach their potential when they leave our school. Our aim is to ensure children are inspired and motivated by implementing vital skills, such as; evaluating (others work and our own), planning, designing and creating. These skills come in useful across the St Luke's curriculum (in a variety of subjects) and progress clearly as the children advance through year groups. Children go on a journey; critiquing existing products, taking inspiration/applying what is good and improving areas they believe could be better to their plans before finally planning, creating and evaluating their work. This process allows our children to see a clear systematic approach and gives them the opportunity to immerse themselves and apply it independently as they progress through school.

1.2 The Intentions of our Design and Technology teaching are:

- To give all children the opportunity to develop their knowledge and skills.
- To give all children the chance to explore the basis of a healthy balanced diet and lifestyle.
- To give children the independence and confidence to plan and complete their own projects.
- To encourage cross-curricular subject knowledge and links.
- To enable children to become reflective and evaluative learners. Critiquing the work of others and themselves.

- To build the confidence of each child when it comes to planning, improving, creating and evaluating.
- To promote the progression of skills and approach to DT, allowing children to build on prior learning in order to achieve success.

2 Teaching and Learning Styles:

- 2.1 During the teaching of DT lessons, our staff use a variety of styles to give all children the chance to succeed. Our primary focus is to progress the knowledge, understanding and skills of our pupils. This is implemented by recapping previous knowledge, developing it together and applying the next steps. Teachers promote examples of success as a model for children to strive for and achieve. Children work independently and in small groups, planning, designing, creating and evaluating work. This allows the children to share ideas, work with others and help each other to achieve individual and group success.
- 2.2 We aim to provide suitable learning opportunities for all children by matching the challenge of the activity to the ability of the individual child. Every class has children with different abilities and we use a range of strategies to identify this:
- Children work in mixed ability groups. This allows children to share ideas before independent activity, implementing ideas that they have discussed.
 - Children identify areas of success and areas for improvement in each others work. Areas are then discussed with the class teacher, and each child is challenged to improve their work.

3 Design and Technology Curriculum Planning

- 3.1 As a school we use our own curriculum, one that we have designed in order to meet the national curriculum and provide progression for each child as they progress through school. This curriculum was created with the support of the DT association framework and allows children in EYFS, KS1 and KS2 to develop their skills, using prior knowledge as a basis for future learning. All children will develop skills in planning, designing, creating and evaluating, with a clear progressions seen from EYFS through to year 6.
- 3.2 Curriculum planning is carried out in three phases (long-term, medium-term and short-term). DT activities covered in each term are mapped out by the long-term plan.
- 3.3 Each year group focus on their own 'projects'. These projects link to the research topics that each class is working on. However, not all topics lend themselves to a relevant Design and Technology project. Using our curriculum and progression documents, the DT lead has worked with class teachers to implement the DT association's 'projects on a page' scheme. From this, a suitable project can be chosen, that suits the class and the current skill set of each specific year group. This approach will aid children as they develop their skills and continue to progress.
- 3.4 All children have the opportunity to develop specific skills as they progress through school. Children will implement skills they have previously learned, as well as develop those same skills. As the children reach year 6, they should feel comfortable in the process required to complete a project and be able to complete it independently and confidently.

4 Contribution of Design and Technology to teaching in other curriculum areas

- 4.1 The skills that our children learn in D.T are transferable in all subjects across the curriculum. The process of planning, designing, creating and evaluating mirrors the approach we follow in other STEM subjects, such as Science. This can be seen in use by children throughout the day, as they use the same structure and methodical approach to undertake a variety of activities. As well as this, the skills our children develop can be used across a range of other

subjects. This is seen in Mathematics, English, P.E and Research Project, as our children work with others to improve and develop their own knowledge base.

4.2 Information and communication technology (ICT)

ICT is used within the DT lesson when appropriate. Teachers and children have access to a variety of ICT related resources (Smart boards, Digital cameras, I-pads and Video cameras), which supports and enhances teaching and learning.

4.3 Spiritual, moral, social and cultural development

There are many ways to support social development of our children through DT by the way we expect them communicate and co-operate with their peers. By being grouped this allows the children to work together and gives them chance to discuss their ideas.

5 Design and Technology and Inclusion

5.1 DT is taught to all children, whatever their ability, as DT forms part of the school curriculum policy to provide a broad and balanced education to all children. Teachers provide learning opportunities, whatever the child's needs. Teachers provide learning opportunities to extend the skills, knowledge and understanding of particularly talented children.

5.2 At St. Luke's we provide equality opportunity. Similarities and differences between people and cultures are explored sensitively. Equal treatment is given to boys and girls, and non-stereotypical behaviour / views are positively encouraged. All children will have equal opportunity to reach their full potential within the Foundation stage, Key Stage 1 and Key Stage 2, regardless of their race, gender, cultural background, ability or any physical or sensory disability. Children with special needs are given extra support to allow them to access the full curriculum. We aim to overcome any barriers to learning, e.g. dyslexia, dyspraxia and dyscalculia, which can hinder children's learning, by following specific programmes to cater for their individual needs.

6 Assessment for Learning:

6.1 Teachers assess children's performance in DT by making assessments as they observe them working during lessons. Assessment is simple and straightforward based on teacher's own judgement of pupil's performance. An assessment is made at the end of each term, as each class teacher will use the assessment tracker and the DT progression documents to highlight the objectives that each child has achieved, showing their level of success and progression.

6.2 The teacher makes an annual assessment of progress for each child as part of the annual written report to parents.

7 Resources

7.1 At St Luke's there is a wide range of resources to support the teaching of DT across the school. All of our equipment is kept in the DT/Art store (located outside of the school hall, in the year 4 area), and is only accessible for adults.. All equipment is easily accessible and labelled. Children are taught to handle this equipment safely and correctly.

8 Health and safety

8.1 The general teaching requirement for health and safety applies in this subject. We encourage the children to consider their own safety and the safety of others at all times. Children are taught the importance of safety and proper use of equipment each time a piece of equipment is used. Teachers are expected to observe good hygiene and ensure children are correctly

dressed. Children are expected to respond readily to instructions and signals, within an established routine, following relevant rules.

9 Monitoring and review

- 9.1 The monitoring of the standards of children's work and the quality of teaching in DT is the responsibility of the DT subject leader. The work of the subject leader also involves supporting colleagues in the teaching of DT, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The subject leader provides the headteacher with a twice-yearly report in which s/he evaluates the strength and weaknesses in the subject and indicates areas for further improvement. The DT subject leader has some specially allocated time to undertake lesson observations of DT teaching across the school. The subject leader is responsible for the maintenance, auditing and reviewing of resources.



INVESTOR IN PEOPLE

