**St.John Fisher Catholic Primary School**

*Growing through God, we learn, laugh and love.*



Design and Technology

In consequence of our school mission, it is a fundamental aim of St. John Fisher to be a school which is: -

Nurturing – so we feel closer to God. Compassionate – so we will look after others. Inclusive – so that everyone feels valued.

Inspiring – to reach heights that we thought we never could. Creative – to use all our talents to the best of our ability.

Active – to live life to the fullest.

Determined – to always learn and discover new things**.**

**Policy Statement**

This policy sets out our school’s vision, aims, principles and strategies for the delivery of Design and Technology at St. John Fisher.

The National Curriculum Purpose of Study states that: 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.

**Aims**

We aim to teach children to design, make and evaluate. Children can appreciate the relevance of Design Technology within our society and regard it as an essential subject in teaching them to design, make and evaluate products of their own. We intend to develop children’s understanding of electrical components, control systems, mechanisms and structures while understanding and applying the fundamental principles of design, make and evaluate as a process. Through the Design and Technology curriculum, children should be inspired by engineers, designers, chefs, and architects to enable them to create a range of structures, mechanisms, textiles, electrical systems, and food products with a real purpose.

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# Intent

# At St John Fisher we intend to engage, inspire, and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of craft and design. We believe Design Technology is an inspiring, rigorous, and practical subject. Pupils learn how to take risks, becoming resourceful, innovative, enterprising, and capable citizens.

# We aim to teach children to design, make and evaluate. Children can appreciate the relevance of Design Technology within our society and regard it as an essential subject in teaching them to design, make and evaluate products of their own. We intend to develop children’s understanding of electrical components, control systems, mechanisms and structures while understanding and applying the fundamental principles of design, make and evaluate as a process. Through the DT curriculum, children should be inspired by engineers, designers, chefs, and architects to enable them to create a range of structures, mechanisms, textiles, electrical systems, and food products with a real purpose.

# Organisation and Planning

At Key Stages 1 and 2, the planning, organisation and delivery of Design and Technology is supported by Nuffield which is in line with the National Curriculum Programs of study. In EYFS, opportunities for design are an integral part of each area of learning and the school ensures that children have access to both continuous and enhanced provision. Links are made between the EYFS Early Learning Goals and the Y1 curriculum to ensure a smooth transition takes place. These themes are mapped in a long-term plan for the whole school, with elements of each theme taught in each term. (See School website)

# Implementation

# Design Technology lesson objectives are directly linked to the National Curriculum. Food Technology is implemented through topic plans. Design Technology lessons take the same format in each year group. We encourage children to Produce creative work, exploring their ideas and recording their experiences. We want them to become proficient in craft and design techniques, evaluate and analyse creative works using the language of art, craft and design Children will Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. The Curriculum Map for Design Technology shows coverage across Key Stage One and Key Stage Two. Each year group has different Topics and coverage that show progression. The process of Design, Make and Evaluate is used in all projects.

# Cross Curricular Opportunities

At St John Fisher we try to make meaningful links between Design and Technology all areas of the curriculum Strong links can be made through English, Maths, Science, Topic, RE, Computing, PSHE and PE. The Health and Safety protocols of these subjects apply.

# Equality and SEND Statement

At St John Fisher Catholic Primary School, we aim to provide equality of opportunity for all children whatever their age, ability, gender, race, religion, or background. We aim to create an environment that values each pupil and enables them to achieve their full potential. We provide a broad and balanced curriculum appropriately differentiated to respond to pupils’ diverse learning needs. The opportunities and experiences we provide enable our pupils to participate fully and give their best across all aspects of school life. We place great value on the quality of relationships within our school community and celebrate the achievements of all pupils. Pupils with Special Education Needs benefit from Art at St John Fisher, as it enhances access to the curriculum and this in turn encourages motivation and the development of skills ensuring significantly higher achievements.

# Assessment

By the end of each key stage, children are expected to know, apply, and understand the matters, skills and processes specified in the relevant programme of study. We define progress as in terms of the children knowing more, remembering more and being able to do more. Teachers assess children’s work in Design and Technology by making assessments as they observe them working during lessons and recorded according to the statutory requirements for the year group.

# Reporting

All children receive an annual written report in which there is a summary of their child’s attainment, effort, and progress in Design and Technology over the year. Parent consultation evenings are held three times a year when children’s progress in Art can be outlined and discussed if appropriate.

# Resources

The school has a range of high quality resources to support the teaching of Art and Design throughout all year groups that can be accessed by all children. Resources are checked, upgraded, and renewed as and when the need arises.

**Health and Safety**

The adult leading the session is responsible for the Health and Safety of the children within their care. This can be facilitated by:

• Ensuring children always handle equipment safely

• Giving clear instructions to children

• Ensuring that children move around the room safely

• Demonstrating how to use specific equipment and resources

• Carrying out visual risk assessments before an activity.

# Monitoring

The monitoring of the standards of children’s work and of the quality of teaching in DT is undertaken by the Design and Technology subject leader. The work of the subject leader also involves supporting colleagues in the teaching of, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The Design and Technology subject leader gives the Head Teacher an annual Action Plan in which they state the objectives for the coming year. At the end of the year, these actions are then evaluated and strengths and weaknesses in the subject are highlighted for further improvement in a subject evaluation.

# Role of the Governors.

Our governors determine, support, monitor and review the school policies in Design and Technology.

In particular they:

* + support the use of appropriate teaching strategies by helping to allocate resources effectively.
  + ensure that the school buildings and premises promote successful teaching and learning.
  + ensure that high quality staff are appointed.
  + monitor how effective teaching and learning strategies are in terms of raising pupil attainment through link visits to the school and in consultation with subject leaders.
  + ensure that staff development and performance management policies promote good quality teaching and learning
  + monitor the effectiveness of the school’s teaching and learning policies through the school self- review processes. These include reports from subject leaders and the termly Head

Teacher’s report to governors as well as a review of the in-service training sessions attended by our staff.