

St. Bernadette's Catholic Primary Voluntary Academy
Design and Technology Policy
2021

Overview

In accordance with the academy's philosophy, we seek to inspire all our pupils with a positive attitude towards Design and Technology

We aim:

- To fulfil the requirements of the National Curriculum for Design and Technology.
- To provide a Design and Technology curriculum which is broad, balanced and relevant.
- To develop imaginative thinking in children and to enable them to talk about what they like and dislike when designing and making.
- To enable children to talk about how things work, and to draw and model their ideas.
- To encourage children to select appropriate tools and techniques for making a product, whilst following safe procedures.
- To develop children's understanding of technological processes, products, and their manufacture, and their contribution to our society.
- To foster children's enjoyment, satisfaction and purpose in designing and making.
- To enable children to understand and apply the principles of a healthy diet.
- To develop children's understanding of where food comes from and the issues of seasonality.

Aims

We endorse the statements on the New National Curriculum 2014.

Early Years

There are seven Areas of Learning and Development that shape the Early Years Framework. All Areas of Learning and Development are important and interconnected.

The Prime Areas:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

The Prime Areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, for building their capacity to learn, helping children to form relationships and thrive.

The Specific Areas:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

The Specific Areas enable the Prime Areas to be strengthened and applied.

Each Area of Learning and Development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities. Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults. Continuous and Enhanced Provision is carefully planned to enable all Areas of Learning to be developed.

Links can be made between Learning and Development Areas and Subjects outlined in The National Curriculum. Planning and teaching may look different to the way these subjects are taught in Key Stage 1 and 2 however it is within the Early Years Framework that the roots of each subject are embedded.

Learning and Development Area links with Design and Technology:

- Physical Development: Moving and Handling
- Expressive Arts and Design: Being Imaginative
- Expressive Arts and Design: Using and Applying Media and Materials

The children are able to access Provision Areas throughout the Early Years Unit, both indoors and outdoors, which support development in these areas.

- Indoors: Construction, Workshop, Painting, Dough Area
- Outdoors: Construction

Quality of Teaching and Learning

General Organisation

Design and Technology is taught through cross-curricular topic based work. Topics are planned on a two year cycle to ensure complete coverage of the Programmes of Study for key stage 1, lower key stage 2 and upper key stage 2. The children are generally taught in their classes and within these children are grouped in ways most beneficial to their immediate learning needs. Grouping is fluid and changes with the needs of the child.

SEND provision in Design and Technology:

- In ensuring that all children have access to their full Design and Technology entitlement, children with SEND are included in all aspects of the Design and Technology lesson through differentiated work and IEP's and when appropriate extra adult support.

- For children who have English as an additional language we seek support and help from the relevant outside agencies. In class individual programmes are tailored to the child's needs.

The Class Teacher in Design and Technology

The class teacher's role is crucial in the provision of high quality teaching and learning in Design and Technology. The academy supports all teachers, so that they:

- Take account of the age, gender, ethnicity and capability of their pupils
- Show good subject knowledge
-
- Plan effectively, setting clear objectives which pupils understand Challenge and inspire pupils, having high expectations of them
- Use a variety of methods which enable all pupils to learn effectively
- Manage pupils well and insist on high standards of behaviour
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- Use time, support staff, other adults and resources, including ICT, effectively Assess pupils' work thoroughly and use assessments to help and encourage pupils to make progress

The Pupil in Design and Technology

The academy supports pupils, so that they:

- Acquire new knowledge and skill
- Develop ideas
- Increase their understanding
- Apply intellectual and creative effort in their work
- Are productive and work at a good pace
- Work collaboratively
- Show interest and pride in their work
- Are able to sustain concentration
- Think and learn for themselves in independent sessions
- Demonstrate that they understand what they are doing, how well they have done and how they can improve
- Listen constructively

Planning

- Long and medium term plans are taken from the New National Curriculum for Design and Technology to ensure full coverage.

- The academy's agreed format for long term and medium term planning for Design and Technology is followed by all teachers to ensure continuity and progression.
- Short term planning for Design and Technology is undertaken by all class teachers, using the agreed format. Essential elements for all short term planning are: objective, activity, differentiation and assessment incorporating the success criteria/learning outcome.
- Success criteria are specific. Teachers assess against the objectives. Marking is linked to the success criteria.
- Design and Technology planning is monitored by the Design and Technology Leader and members of the Senior Leadership Team.
- Cross-curricular links are exploited wherever possible.
- ICT and interactive resources are used where they will enhance learning.

Assessment

- The academy uses O-Track (pupil tracking) and Class Track as part of its assessment procedure.
- Marking in Design and Technology is in accordance with the academy marking policy.

Inclusion

The academy aims to make all pupils feel included. We recognise the entitlement of all pupils to a broad and balanced curriculum.

- All Design and Technology planning and teaching should take differentiation into account, to ensure appropriate pupil access to learning and to maximise their progress.
- All Design and Technology sessions should take into account the particular requirements for children on the SEND register, as outline in their IEP's and in accordance with the academy SEND Policy document.
- Those entitled to pupil premium are supported in Design and Technology as and when is appropriate.
- Pupils with EAL are given additional support as and when is appropriate.
- The Gifted and Talented children are challenged within Design and Technology lessons.
- The Equal Opportunities Policy document should be consulted to ensure balanced and fair access to the Design and Technology curriculum for all groups.
- Opportunities via the National Framework should be taken to encourage positive attitudes towards our multi-cultural and multi-ethnic society.

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- Assess pupils' work thoroughly and use assessments to help and encourage pupils to make progress

Reporting / Record Keeping

- Reporting to parents of attainment and progress in Design and Technology will be in accordance with Government Legislation and the academy's Assessment, Recording and Reporting policy.

Monitoring and Evaluation

- Monitoring and evaluation of Design and Technology-related planning, teaching delivery and assessment will be undertaken by the Design and Technology Leader and the Senior Leadership Team during regular Appraisal and work scrutinies.
- The subject leader evaluates action plans which feed into the Academy Development Plan. Governors are kept updated and informed, with the Governor(s) assigned to monitoring Design and Technology kept abreast of developments, progress and changes within the subject.

Training

- All staff are encouraged to take full advantage of Design and Technology training opportunities, to develop their confidence and update their expertise, through academy and LA-based INSET.
- A record of training needs provision is maintained by the Assistant Head teacher.

Resources

- The academy recognises that the most valuable classroom resource is the class teacher.
- The work of other adults, including TAs who work in a range of support programmes should be carefully planned by the teacher, in consultation with those adults.
- Design and Technology resources are kept in a locked cupboard in the hall.

- The Design and Technology leader carries out an audit of resources and arranges the purchase of new resources each year.

Leadership

The Design and Technology Leader's role will include the following responsibilities:

- To ensure that the Design and Technology policy document reflects the requirements of the National Curriculum and the needs of the ethos of the academy;
- To review and update the Design and Technology policy document every two years;
- To provide leadership and guidance in the area of Design and Technology, and to support staff as required;
- To be actively involved in whole-school planning, in co-operation with other subject leaders, in order to maintain a broad, balanced and differentiated curriculum;
- To monitor and review and update medium-term planning for Design and Technology;
- To monitor and evaluate short term planning for Design and Technology and evaluate this against the requirements of the National Curriculum for Design and Technology;
- To monitor and evaluate teaching delivery against the requirements of the National Curriculum for Design and Technology;
- To oversee summative school assessments in Design and Technology, in accordance with Assessment Policy guidelines.
- To lead staff meetings and training sessions on issues related to the implementation of the Design and Technology curriculum throughout the academy;
- To attend relevant training and subject leader meetings to update knowledge, and to disseminate advice and current information in the subject to staff;
- To undertake an audit/evaluation and action plan on an annual basis;
- To maintain, evaluate and assess the resource base for Design and Technology teaching, including strategic budgetary planning and the identification of future resource needs;
- To promote parental and governor interest in Design and Technology
- To liaise with other schools and agencies;

Supporting documents

The following school policy documents should be consulted to support the Design and Technology Policy:

Assessment, Recording and Reporting Policy

Marking Policy

SEND Policy

Equal Opportunities Policy

Safeguarding Policy

Continuing Professional Development Policy

ICT Policy

Policy Review

The Design and Technology Policy should be reviewed and updated every two years.

Date of next review: Advent Term 2023

(awaiting governor approval)