

St Thomas CE (VC) Primary School



Design and Technology Policy

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Design and Technology

Subject Policy

“Every child in an artist, the problem is how to remain an artist once we grow up”

Pablo Picasso

DT at St Thomas Primary

At St Thomas we are committed to providing all children with learning opportunities to engage in a creative and engaging Design and Technology Curriculum. The purpose of Design and Technology is to give pupils the skills, concepts and knowledge necessary for them to express their responses to ideas and experiences in a visual or tactile form. It fires their imagination and is a fundamental means of personal expression. While it is essentially a practical subject, Design and Technology should provide opportunities for reflection and, with increasing sensitivity, pupils should acquire the ability to make informed, critical responses to their own work and that of others. There is great pleasure to be derived from Design and Technology and, through deeper understanding; pupils can gain access to cultural richness and diversity. The appreciation and enjoyment of the visual arts enriches all our lives. Design and Technology in primary schools develops children's skills and knowledge in design, structures, mechanisms, electrical control and a range of materials, including food. It encourages children's creativity and encourages them to think about important issues.

“The Arts is not just a subject to learn, but an activity that you can practise with your hands, your eyes, your whole personality.”

-Quentin Blake, Children’s Laureate

Intent:

The school curriculum is informed by the national curriculum and is sensitive to pupil interest, as well as the context of the local area. It is a bespoke, broad and balanced curriculum which is used alongside the skill progression map for DT, to set out the knowledge and skills pupils will gain at each stage. Quality First Teaching of DT occurs at St Thomas Primary, as cohort groups plan effectively, ensuring clear subject milestones and learning objectives are made, previous knowledge and skills are built upon and opportunities for revision are made. The DT curriculum is designed around the needs of the pupils in our school and there are a variety of approaches used to enable pupils make good progress. Lessons planned have clear subject and skill intent, ensuring learning is meaningful and engaging where pupils gain knowledge and understanding of a range of skills, concepts, attitudes, techniques and methods of working creatively. The work given to pupils, over time and across the school, consistently matches the aims of the curriculum.

The aims of teaching DT in our school are to develop pupils who:

- *To enable all children to have access to a varied range of high quality DT experiences*
- *To provide an imaginative, innovative and co-ordinated DT programme which will foster enthusiasm for design amongst all the children*

- *To foster an enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople and designers, through links with the local and wider multicultural community.*
- *To stimulate children's creativity and imagination by providing visual, tactile and sensory experience*
- *To help children explore the world at first hand, using all their senses and experimentation, and so gain knowledge and understanding of the world in which they live*
- *To develop children's understanding of colour, form, texture, pattern and their ability to use materials and processes to communicate ideas, feelings and meanings*
- *To inspire confidence, value and pleasure in DT*
- *To cultivate children's aesthetic awareness and enable them to make informed judgements about DT and become actively involved in shaping environments*
- *To teach children to express their own ideas, feelings, thoughts and experiences*
- *To develop children's design capability*
- *To enhance children's ability to value the contribution made by artists, craft workers and designers and respond critically and imaginatively to ideas, images and objects.*

All classes, in each year group will be given the opportunity to practice these skills with an aim to link to real life scenarios.

Special Educational Needs Disability (SEND) / Pupil Premium / Higher Attainers

At St Thomas Primary we strive to ensure that all children feel a sense of belonging and are given opportunities to rise to the challenge across the curriculum. In DT we are committed to ensuring that all children are encouraged to achieve their full potential through carefully planned content and class support.

We aim to provide the best possible support for pupils who are identified SEND or in receipt of pupil premium funding. We achieve this by:

1. Providing extra resources/stimulus e.g. pictures, word banks, sentences stems.
2. Setting common tasks which are open-ended and can have a variety of responses;
3. Providing resources of different complexity depending on the ability of the child e.g. sources of evidence;
4. Using classroom assistants to support children individually or in groups.

The DT curriculum is ambitious and designed to give ALL pupils the knowledge and cultural capital they need to succeed in life. We have the same high expectations for all children.

Implementation:

Design and Technology at St Thomas is designed and delivered in a way that allows pupils to transfer key knowledge to the long-term memory which is then applied fluently. It is sequenced so that new knowledge and skills build on what has been taught before and pupils can work towards clearly defined end points. Mastery of skill and knowledge is crucial; no gaps in learning should arise as pupils move onto the next stage. We teach pupils the act of investigating and making including exploring and developing ideas and work. We do this through a mixture of directed teaching and individual or group tasks. Teachers draw attention to good examples, they encourage children to evaluate their own ideas and methods and the work of others. Children are given the opportunity within lessons to work on

their own and collaboratively on projects in two and three dimensions. Pupil motivation and enjoyment is paramount so a variety of engaging and active approaches are encouraged. The Design and Technology curriculum intends to inspire pupils to develop a love of DT and see how it has shaped the world they live in.

DT in EYFS

The EYFS framework is structured differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. However, at St Thomas it is of primary importance that pupils develop skills early on so we have identified which early years outcomes are prerequisite skills for DT within the national curriculum. The most relevant early years outcomes for DT are taken from the following areas of learning:

- Physical Development
- Expressive Arts and Design.

Throughout the Early Years, the children are encouraged to explore and experiment with a range of tools and materials. They look at creative elements of the curriculum through particular themes or times or child-initiated play within the provision. Opportunities to investigate with different materials and tools are available both within the classroom along with the outdoor provision. By the end of Early Years children are expected to be able to safely use and explore a variety of materials, tools and techniques, experiment with colour, design, texture, form and function. Share their creations; explain the process they have used.

“The creative area you can make presents, sometimes I make them for toys because soon it’s my baby dolls birthday” – Reception Child

Key Stage 1 (Years 1 and 2)

At Key Stage 1, DT is about expanding children’s creativity and imagination through providing craft and design activities relating to the children’s own identity and experiences, to natural and manufactured objects and materials with which they are familiar, and the locality in which they live.

- Children will explore the visual, tactile and sensory qualities of materials and processes and begin to understand and use colour, shape and space, pattern and texture, to represent their own ideas and feelings.
- Children will focus on the work of artists, craftspeople and designers by asking and answering questions, such as: ‘What is it like?’ ‘What do I think about it?’

“DT is when we learn about making different things. Technology is man-made things that help us to do stuff” – Year 1

Key Stage 2 (Years 3 to 6)

At Key Stage 2, DT is about fostering children’s creativity and imagination by building on their knowledge, skills and understanding of materials and processes, through providing more complex activities. Children’s experiences help them to understand the diverse roles and functions of DT in the world around them.

“DT is Design and Technology, it is like arts and crafts but you can use the computer to design something”. – Year 4

“We used a programme on the computer (SCRATCH) to design a product. You have to make something that is functional”. - Year 5

Impact:

Assessment of DT at both KS1 and KS2 will be based on teachers’ judgments. Assessment takes place at all appropriate stages of a lesson to ensure pupils understand and can work to their true potential throughout the lesson, but particularly within the plenary, focusing on the relevant learning objectives to the lesson. All AFL is used to identify gaps in pupil knowledge and skill which informs next steps. Pupils are encouraged to be active in their learning, considering where they are now, where they are going and how they are going to get there. AFL can take the form of questioning, feedback, peer assessment and or self-assessment. We assess how well pupils embed concepts in their long term memory and apply them fluently; developing their understanding rather than memorising disconnected facts. If children are keeping up with the curriculum and are developing the skills required at each stage of learning (skill progression map for DT), they are deemed to be making expected or more than expected progress.

Leadership and Management

The subject leader's role is to empower colleagues to teach DT to a high standard and support staff in the following ways:

- By keeping up to date on current issues and developments in primary DT; disseminating relevant information and providing training for staff members (either directly or through other professionals).
- Leading by example by modelling lessons or styles of teaching.
- Having knowledge of the quality of DT provision across the school and using this to provide a coaching and mentoring role.
- Identifying and acting on development needs of staff members. Staff supported to address gaps in their knowledge so that pupils are not disadvantaged by ineffective teaching.
- Monitoring expectations, provision and attainment across the school and providing feedback to develop practice further in order to raise standards.
- Taking a whole-school strategic approach to the spiritual, cultural and moral development of pupils, to make the world a better place.
- Ensuring the DT curriculum builds towards clear end-points e.g. what pupils are expected to know and do (skills) by each of these end-points e.g. by the end of a year, key stage or phase of schooling.
- Promoting DT by mentioning/highlighting good practice.
- Making sure the pupils know that DT is valued through display, celebration, themed days.

Monitoring and Evaluation

A range of monitoring techniques are used by the DT subject leader to ensure first quality teaching and learning of DT is taking place within school and these include book scrutiny, planning scrutiny, planning drop ins, talking with pupils (What helps them? What don't they understand/enjoy?) and

learning walks. The quality of teaching and learning is also monitored as part of the appraisal process.

Partnerships with Parents

Parents are kept informed of topics that are being covered through homework which is provided on a fortnightly basis. In addition, at the end of each academic year, parents receive their child's yearly report which clearly indicates pupil effort and attainment in this area of the curriculum. Parents also have access to the DT curriculum policy on the school website, where they will also find a page specifically for DT which contains information about the DT topics covered, celebrated work and links to suitable informative/learning web pages.