

# ***St. Luke's C.E (Aided) Primary School***



## **Design and Technology Policy**

**September 2022**  
**DT lead: Mr M. Bell**

School vision- *Let your light shine, live life to the full, respect and care for all, create a happy and safe world for everyone.*

## Intent

At St. Luke's C of E Primary School we intend to build a Design Technology curriculum which is inspiring, rigorous, and practical. We want our children to use 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 intend for all children to acquire appropriate subject knowledge, skills and understanding as set out in the National Curriculum. It is our aim to create strong cross curricular links with other subjects, such as Mathematics, Science, Computing, and Art. We want Design and Technology to prepare our children, to give them the opportunities, responsibilities, and experiences they need to be successful in later life.

## Implementation

Design and Technology is a crucial part of school life and learning and it is for this reason that as a school we are dedicated to the teaching and delivery of a high-quality Design and Technology curriculum.

This is implemented through:

- A well thought out, whole school, yearly overview of the DT curriculum which allows for progression across year groups in all areas of DT (textiles, mechanisms, structures, food and electrical systems)
- Well planned and resourced projects providing children with a hands-on and enriching experience.
- A range of skills being taught ensuring that children are aware of health and safety issues related to the tasks undertaken
- Teachers being given ownership and flexibility to plan for Design and Technology; often teaching DT as a block of lessons to allow the time needed for the children to be critical, inventive and reflective on their work.
- Each project from Year 1 to Year 6 addressing the principles of designing, making, and evaluating and incorporating relevant technical knowledge and understanding in relevant contexts.
- Pupils being introduced to specific designers, chefs, nutritionists, etc. creating an appreciation of human creativity and achievement and increase the cultural capital from which they can draw in the future.

As a school, we promote Design and Technology in the wider school through DT lessons in our school Eco-garden. Where the children learn about where our food comes from by growing their own, and the importance of a balanced, healthy and varied diet and how to prepare this. We

have plot/bedding area at school and each year group is in charge of their own patch, to grow and harvest food. We also

### **Early Years Foundation Stage**

During the EYFS pupils explore and use a variety of media and materials through a combination of child initiated and adult directed activities. They have the opportunities to learn to:

- Use different media and materials to express their own ideas.
- Use what they have learnt about media and materials in original ways, thinking about form, function and purpose.
- Make plans and construct with a purpose in mind using a variety of resources.
- Develop skills to use simple tools and techniques appropriately, effectively and safely.
- Select appropriate resources for a product and adapt their work where necessary.
- Cook and prepare food adhering to good health and hygiene routines.

## Impact

Children will have clear enjoyment and confidence in Design and Technology that they will then apply to other areas of the curriculum. Through carefully planned and implemented learning activities the pupils develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world. They gain a firm foundation of knowledge and skills to see the equipped to take on further learning in secondary school. Pupil's skills and knowledge are assessed on depth of learning by the class teacher, throughout lessons and a summative assessment is completed termly. This informs the Design and Technology coordinator of any further areas for curriculum development, pupil support and/or training requirements for staff. EYFS pupils' progress and attainment tells us whether each individual child is below expected, at expected or above expected attainment for their age.

### **Definition**

Design and Technology is a subject where children's capability in designing and making is developed through combining their designing and making skills with knowledge and understanding. At St. Luke's Primary School we view Design and Technology as a subject which allows children to apply their knowledge and understanding in a creative way to design and make products.

"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” (National Curriculum Document 2014)

“Tell me and I forget- show me and I may remember- let me do it, and I learn.”  
Learning through making works! (Prue Leith, Leith’s School of Food and Wine As quoted in National Curriculum Document 2001, page 14)

### **Aims**

- The national curriculum for design and technology aims to ensure that all pupils:
- Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- Critique, evaluate and test their ideas and products and the work of others
- Understand and apply the principles of nutrition and learn how to cook.

### **Planning**

#### **Foundation Stage -**

Children in the Foundation Year will undertake investigative and skills based tasks during independent working time. The Design and Technology area will be available to them on a daily basis and they will be encouraged to undertake focused practical tasks through directed and self-initiated stimuli. They will be provided with resources based on topics within the focus of the classroom and will be encouraged to design and develop ideas independently. Children in the Foundation Stage work on a range of creative themes and tasks, and their work in Creative Development links closely together areas of the Foundation Stage Profile, especially Physical Development.

#### **Key Stage 1 -**

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts e.g, the home and school, gardens and playgrounds, the local community, industry and the wider environment. When designing and making, pupils should be taught to:

#### **Design**

- Design purposeful, functional, appealing products for themselves and other users based on design criteria
- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

#### **Create**

- Select from and use a range of tools and equipment to perform practical tasks e.g, cutting, shaping, joining and finishing.

- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

### **Evaluate**

- Explore and evaluate a range of existing products
- Evaluate their ideas and products against design criteria

### **Technical knowledge**

- Build structures, exploring how they can be made stronger, stiffer and more stable
- Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

Key Stage 1 children will undertake one unit of work per half term, at least. They will also have opportunities during Design and Technology lessons to develop their own ideas and generate designs independently. Progression of Design and Technology skills will be monitored by staff formally and informally with references to expectations from the National Curriculum.

Planning will follow Medium term planning linked to National Curriculum guidelines.

## **Key Stage 2 -**

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].

When designing and making, pupils should be taught to:

### **Design**

- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

### **Create**

- Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

### **Evaluate**

- Investigate and analyse a range of existing products
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- Understand how key events and individuals in design and technology have helped shape the world

### **Technical knowledge**

- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]

- Apply their understanding of computing to program, monitor and control their products

### **Cooking and nutrition**

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

Pupils should be taught to:

#### **Key stage 1 -**

- Use the basic principles of a healthy and varied diet to prepare dishes
- Understand where food comes from.

#### **Key stage 2 -**

- Understand and apply the principles of a healthy and varied diet
- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

### **Organisation**

Children will be taught by Foundation Stage staff or Key Stage 1 and 2 staff. External specialists will be used when possible. Pupils in school will be encouraged to consider the benefits and learning opportunities possible through Design and Technology.

### **Assessment and record keeping**

- The Subject Co-ordinator will keep a range of photographic evidence on the school website, under the curriculum area of DT. This will include a range of designs, drawings, pictures and finished products. These can be used for assessment purposes and for monitoring progression through year groups.
- Floor books will be used by each year group to document the progress in DT. This can be images, prototypes or children's quotes/evaluations. These can be used to assess the progression throughout the year and to share with the co-ordinator for monitoring.
- Classroom displays should include DT work. This will include drawings, patterns, quick models and final products to demonstrate to parents the whole and making process.
- Regular monitoring through our online assessment system – Depth of learning, which should be updated on a termly basis. Teachers may also be asked to identify a child working at a specific level and share some examples of their work with the co-ordinator. Examples of this work, can include photographs and samples from their work books. Also work should be included in their Design and Technology work book, once a unit of work is completed.

### **Equal opportunities and inclusion of all children**

At St. Luke's C of E primary school, we believe that it is important for all children to experience the range of design and technology activities. We will use opportunities within design and

technology to challenge stereotypes.

All children will be encouraged and supported to develop design and technological capability through a range of materials. We recognise the importance of identifying the specific difficulties that individual children might experience, and targets will be set within their IEP to reflect appropriate teaching and organisational strategies to meet their needs.

At St. Luke's School we expect all children to participate in Design and Technology projects. Specialist equipment and support will be sought and provided for any children who need them in order that they will be included within and have access to tasks in Design and Technology. The subject co-ordinator will liaise closely with the SENCO to ensure that all our children have differentiated access to Design and Technology, including provision of special resources or equipment where necessary and possible.

### **Resources**

All resources for Foundation Stage are held within the Foundation Stage classrooms. Resources for Key Stage 1 and 2 are held centrally. Within Foundation Stage, the classroom has a Design and Technology area containing renewable and interchangeable resources including a selection of paper, plastics and metals. These resources will be renewed and replaced as appropriate, with consideration given to topics within all areas of learning across the Foundation Stage Profile. The outdoor classroom will contain opportunities for working on Design and Technology projects, including construction kits, sand and water. Resources will be made whenever possible linked to projects which are self-generated by the children within the Foundation Stage.

- A limited range of materials and tools will be provided for Key Stage 1 and 2 children within classrooms including: paper, card, reclaimed materials, textiles, square section wood, dowelling, wheels, construction kits, hole punches, snips, scissors.
- Food resources, tools and equipment are kept in the school kitchen. A school cooker and microwave are in the central area of the school.
- Collections of products suitable to use as a stimulus for designing and making activities are stored in central store, within a cupboard.

### **Health and Safety**

Teachers will always teach the safe use of tools and equipment and insist on good practise.

The Role of the Design and Technology Co-ordinator is to:

- lead the development of design and technology in school
- provide guidance to individual members of staff
- keep up to date with local and national developments in design and technology and disseminate relevant information
- review and monitor the success and progress of the planned units of work
- order stock linked to the planned units of work at the end of each term, they will be informed by the class teacher about the resources they will need.
- be responsible for the organisation and maintenance of design and technology resources
- co-ordinate any display of design and technology work

This policy outlines the teaching and learning of design and technology. It reflects the views of all teaching staff and was drawn up as a result of staff discussion. This policy will be reviewed annually by the co-ordinator. The implementation of the policy is the responsibility of all teaching staff and will be monitored by the head teacher.

Reviewed by: Mr M. Bell

Date: September 2022

Next review date: September 2023

Signed: