



St. Hubert's Roman Catholic Primary School

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St Hubert's Design Technology Policy



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St Hubert's RC Primary School Design Technology Policy

Believe to Achieve: Love God, Love Learning, Love One Another

Introduction

This document is a statement of the aims, principles and strategies for the teaching and learning of Design Technology at St Hubert's RC Primary School.

Subject Statement

Design and Technology is an inspiring, rigorous and practical subject. Design and Technology encourages children to learn to think and intervene creatively to solve problems both as individuals and as members of a team. At St Hubert's, we encourage children to use their 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 aim to, wherever possible, link work to other disciplines such as mathematics, science, engineering, computing and art. The children are also given opportunities to reflect upon and evaluate past and present design technology, its uses and its effectiveness and are encouraged to become innovators and risk-takers.

Aims

The aims of Design and Technology in this school are:

- 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, model and write about their ideas;
- To encourage children to select appropriate tools and techniques for making a product, whilst following safe procedures;
- To encourage children to use the correct vocabulary and terminology when designing, making and evaluating their products;
- To explore attitudes towards the 'made' world and how we live and work within it;
- To develop an understanding of technological processes, products and their manufacture, as well as their contribution to our society;
- To foster enjoyment, satisfaction and purpose in designing and making.

Teaching and Learning

The National Curriculum for Design Technology has been spread over the different key stages to allow for progression and coverage.

Foundation Stage

The early learning goals for Expressive Arts and Design indicate what children should know, understand and be able to do by the end of the reception year. This learning is delivered through high quality design and technology, enabling children to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function, using what they have learnt about media and materials in original ways, thinking about uses and purposes.

Key Stage One

In Key Stage One, children are taught Design and Technology on a half-termly basis. 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. When designing and making, pupils should be taught to:

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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.

Make

- Select from and use a range of tools and equipment to perform practical tasks (for example, 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 their 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 Two

In Key Stage Two, children are taught Design Technology on a half-termly basis. Through a variety of creative and practical activities, our pupils are taught the knowledge, understanding and skills needed to engage in the process of designing and making. 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.

Make

- 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).

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Food 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.

EYFS

There are many opportunities for children to prepare healthy snacks, selecting different ingredients. They are encouraged to consider taste, texture and colour. Under supervision, they are taught to use appropriate tools.

Key Stage 1

- Use the basic principles of a healthy and varied diet to prepare food.
- Understand where food comes from.
- Use appropriate kitchen tools correctly and safely, under close supervision.

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.
- Use appropriate kitchen tools with increasing independence and accuracy.

Design Technology Non-Negotiables

1. DT must be taught once a week throughout school on a Half-Termly basis.
2. Provide at least one product/design/mechanism/observation per half-term. Record it in pupil books.
3. Always find out children's prior vocabulary and pre-teach to those who need it. Particularly SEND and disadvantaged pupils.
4. Teach at least one new vocabulary word every lesson throughout each topic.
5. Use a unit title page to demonstrate the area of learning.
6. DT should be a hands-on, practical lesson where children are engaged, challenged and encouraged to explore.
7. Complete assessment for DT using Insight on a termly basis.
8. Encourage links across the curriculum.
9. Design and make using a variety of materials with children exploring ideas beforehand and testing their ideas after the producing. Ensure that children critique, evaluate and test their ideas.
10. Allow children to use their own imaginations to create their own purposeful, appealing and functional products.

Assessment, Recording and Reporting

Assessment is used to inform future planning and to provide information about individuals throughout their time in this school. Teachers will assess children's work through a combination of formal and informal tasks, by making informal judgements during lesson, discussions, question and answer techniques and observation.

On completion of a piece of work, the teacher assesses the work by marking and commenting as necessary and uses this information to plan future learning. Written or verbal feedback is given to the child to help guide his or her progress.

Teachers will be using Insight to assess the progress made by each child in their class on a termly basis.

Inclusion including meeting the needs of SEND pupils

Design Technology provides effective learning opportunities for all pupils. This includes:

- Setting suitable learning challenges.
- Responding to pupils diverse learning needs.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

It is the responsibility of all teachers to ensure that all pupils, irrespective of gender, ability, including gifted pupils, ethnicity and social circumstance, have access to the curriculum and make the greatest progress possible. Work will be adapted appropriately and, where necessary the child may have the support of a TA or classroom helper.

Equality Statement

We are committed to providing equal opportunities for everyone. We value the diversity of individuals within the school and beyond, and do not discriminate. Learning to live and work together, and respect each other is encouraged throughout the school.

Health and Safety

Health and safety is important, particularly when working with tools, equipment and resources. Children should be given suitable instruction on the operation of all equipment before being allowed to work with it.

Children need to be taught how to

- Use tools and equipment correctly.
- Recognise hazards and risk control.

Children should be

- strictly supervised in their use of equipment at all times.
- taught to respect the equipment they are using and to keep it stored safely while not in use.
- taught to recognise and consider hazards and risks and to take action to control these risks, having followed simple instructions.

Food Hygiene

- Pupils and staff will take care to undertake appropriate hand washing and other hygiene related activities prior to preparing food.
- Pupils and staff working with food must wear aprons designated for cooking.

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- *Painting equipment must not be washed up or used in the sink in the kitchen areas.*
- *All jewellery should be removed and hair tied back.*

Sawing

- *Bench hooks and clamps must be used when sawing any material.*
- *Safety goggles must be worn and any loose items of clothing/hair must be tucked in.*

Roles and Responsibilities

The Subject leader's role is:

- *Review and contribute to teacher planning.*
- *Prepare policy and develop policy.*
- *Provide consultancy, advice, skills.*
- *Specifying and ordering resources in consultation with staff.*
- *Monitoring teaching and learning in Design Technology.*

The teacher's role is:

- *Deliver engaging and purposeful lessons.*
- *Use the unit overviews to ensure curriculum content is delivered.*
- *Use assessment to influence future planning.*

Professional development and training

The subject leader attends local conferences and subject update courses when available and then reports back to school in staff training. As curriculum is in the process of being adapted, subject leader to work alongside and support staff with the new implementation of the curriculum.

Review

This Design and Technology policy will be reviewed by the subject leader.