

# DESIGN & TECHNOLOGY POLICY



Together with Jesus, we grow in love



HOLY FAMILY CATHOLIC PRIMARY  
SCHOOL

Updated March 2021

Agreed by Governors \_\_\_\_\_

Review date: March 2022

## Holy Family Catholic Primary School Design and Technology Policy

### Intent

At Holy Family Catholic Primary School, we teach Design and Technology in a meaningful and engaging way, to ensure that children build knowledge and vital skills to develop their creativity and individuality. We believe that every child should be given the opportunity to design, create, experience and evaluate as part of a cultural and creative curriculum.

We deeply believe in the importance of developing resilient individuals, who react positively to risk taking. Holy Family Catholic Primary School follows a systematic teaching approach for the teaching of Design and Technology, which provides children with opportunities to problem solve when creating their own designs. These vital skills are challenged to prepare children for their education and lives beyond Primary School, regardless of their starting point.

Trips are planned within our local area to enrich our Design and Technology curriculum and to bring learning to life. A display has been designed to celebrate learning across all year groups and to promote subject specific vocabulary. Our Design and Technology curriculum is strengthened by a wide range of texts to support the communication needs of the pupils in our school.

### Teaching and learning style

Our school uses a variety of teaching and learning styles in Design and Technology lessons. Our principal aim is to ensure that the children apply their knowledge and understanding when developing ideas, planning and making products and then evaluating them. The school does this through a mixture of whole class teaching and individual/group activities. All ideas will be treated with respect. Children critically evaluate their own work and that of others. They have the opportunity to use a wide range of materials and resources, including ICT.

Children will be given the opportunity to work within four main areas of development during each topic:

- Investigative, disassembly and evaluative activities: These activities provide opportunities for the children to explore existing products and to gain skills, knowledge and understanding which can be applied in a design and make assignment.
- Focused practical tasks: Focused practical tasks provide opportunities to learn and practice particular skills and knowledge.
- Design and make assignments: A design and make assignment provides an opportunity for the children to combine their skills, knowledge and understanding to create products for a purpose, using a range of resources.
- Evaluation: At the end of each assignment the children will be encouraged to evaluate their final piece to show what was successful and what needs to be improved.

### DT curriculum planning

Across all year groups, children should be designing and making something for somebody for some purpose. Teachers will use the National Curriculum and progression of skills to plan age appropriate, engaging lessons that ensure designing, making, technical knowledge, evaluation and cooking are taught progressively each year. To ensure that all aspects of the National Curriculum are covered adequately and taught in sufficient depth, long-term planning includes topics that address food, textiles, structures and mechanisms in KS1 and food, textiles, structures, mechanical systems and electrical systems in KS2. Teachers will ensure that three topics are taught in each year group, including a food and nutrition topic.

### **Remote Learning**

During school closures and other situations when students require home learning, DT learning will follow the school curriculum plan but will be adapted to be suitable to access via Microsoft Teams. A paper pack including any other necessary resources will be available to collect from school when needed. Resources may be adapted for things available in most homes. Expectations, examples and misconceptions will be addressed in daily meetings. Feedback and assessment will be done through children submitting work online or at the school and the teacher providing verbal or written feedback through Microsoft Teams. When it is not possible for a unit of work to be taught online, due to the resources required, discussions between the class teacher and subject leader will happen to decide the best solution. This may be that the class teacher will teach their next unit of work on line and then return to the current unit of work once all children have returned to the classroom.

### **Assessment and recording**

Class teachers will be responsible for the assessment and recording of pupil's DT capabilities and achievements. At the end of each unit of work, the class teacher will upload their assessment for each child onto Balance. The objectives on Balance directly link to the National Curriculum objectives and our Progression of Skills document. Teachers assess work in DT by making observations of the children working during lessons. They record progress made against the learning objectives for that lesson. At the end of a unit of work, children undertake a review of their work that focuses upon an evaluation of the finished product and an overview of the various tasks undertaken. Due to the practical nature of design and technology, evidence of work undertaken by children can be in the form of verbal discussions, written work in DT books or in photographs. Samples of the design process and end product are also valuable evidence. The DT subject coordinator can review evidence of the children's work in their books.

### **Resources**

DT requires an extensive range of resources both durable and consumable. Each year, DT equipment is evaluated and the subject leader reviews the resources needed for the following year. Ingredient for food and nutrition topics are ordered when necessary. It is the responsibility of each class teacher to collect resources and then return them after use to the DT cupboard. If any resources are broken during use, the DT coordinator needs to be informed as soon as possible.

### **Health and Safety**

In teaching certain practical elements of D&T to pupils, we recognise that safety is a key issue. All safety precautions must be taken, informed by CLEAPSS and in line with Holy Family Catholic Primary School's Health and Safety Policy. This is done by recognising health and safety in the classroom organisation and, furthermore, by giving children guidance on how to use the equipment provided. Monitoring the pupils in small groups helps overcome the problems of safety when using potentially dangerous D&T equipment. All staff must help children to understand their responsibilities in taking reasonable care for their own safety and that of others.

### **Food hygiene and safety**

An adult will be required to supervise activities involving cooking and food handling/preparation. When undertaking food activities the appropriate Health and Safety Procedures must be adhered to. When working with food, all children should follow personal hygiene guidance (all jewellery including watches to be removed and hair is to be tied back, use of blue plasters and washing hands).

Teachers must check the dietary needs of the children in their class to identify any foods that should not be available to specific children, or groups of children. Any perishable food should be stored in a fridge. Ensure that the tables are wiped down with antibacterial liquid before and after cooking. Teachers and children need to be very aware and vigilant of the risks when allowing children to use sharp knives. Children need to be taught how to use them properly and safely. Ensure that all equipment is cleaned and put away. Ensure that all children use their own equipment when tasting food.

### **Monitoring and review**

The monitoring of the standards of children's work and the quality of teaching in DT is the responsibility of the DT subject leader. Their work also involves supporting colleagues in the teaching of this subject, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. Half-termly reviews of DT across the school will take place, focusing on one of the following: short observations of teaching and learning, pupils' work, pupil interviews, planning, differentiation and overview of the year.