



Trinity St. Peter's

Church of England Primary School

where children shine

Design and Technology Policy

Rationale

At Trinity St Peter's, we take pride in the teachings of our unique school values that underpin all learning. We promote the British Fundamental values where British law, democracy, and a mutual respect and tolerance for those of other faiths, cultures and beliefs is embedded through all areas of the curriculum.

Purpose of study

At Trinity St. Peter's, we believe that Design and technology (DT) 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 wellbeing of the nation.

Aims

The national curriculum for DT 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.

Teaching and Learning

The teaching and learning of design and technology helps to give pupils the knowledge, skills and understanding they need in order to meet the above aims. Trinity St. Peter's pupils will be given opportunities to plan, develop and communicate ideas, through talking, drawing and writing. They will work with a wide range of tools, equipment and materials to make products of increasingly good quality. Children will be given opportunities to evaluate what they are making and the finished product saying how they think it can be improved. Pupils will increase their knowledge and understanding of materials and components.

We recognise that all children are have widely different skills to apply to DT, and

we provide suitable learning opportunities for all children by matching the challenges of the task to the ability of the child. We achieve this by:-

- Setting open-ended tasks/briefs which can have a variety of answers and outcomes
- Setting task of increasing difficulty
- Grouping children by ability and setting different tasks for each ability group where necessary
- Providing resources of different complexity, depending on the ability of the child

We use 'Switched on Design & Technology' from Rising Stars as the basis for our medium term plans in the subject. All content is matched to the Design and Technology Programmes of Study and the planning is designed to be used as a source for ideas and guidance rather than being prescriptive. We believe that it is essential to adapt and tailor teaching and learning towards the needs, enthusiasms and interests of our children. Design and Technology units are delivered in the summer term. We ensure challenge in the curriculum through the provision of extension activities within each unit for more able children.

Class teachers assess children in Design Technology by completing a unit assessment after a Design Technology unit has been completed. Each unit in 'Switched on Design & Technology' includes assessment guidance which comprises a number of assessable outcomes presented as being achievable by all, most or some children, which are then mapped to the corresponding statements from the Design and Technology Programmes of Study.

Children are then assessed as: 'working below year group expectations', 'working in line with year group expectations' or 'working above year group expectations'.

An assessment record which provides an overview of the whole class unit attainment is completed and shared with the DT Subject Leader.

Monitoring and reviewing

- The coordination and planning of the DT curriculum are the responsibility of the subject leader, who also:
- Supports colleagues in their teaching, by keeping informed about current developments in DT and by providing a strategic lead and direction for this subject.
- Follows the subject's monitoring and evaluation schedule.
- Gives the Headteacher an annual summary report in which s/he evaluates the strengths and weaknesses in DT and indicates areas for further improvements.

Reviewed & Adopted by the Governing Body: Summer Term 2018