Diocese of Nottingham

…working in partnership with

The Our Lady of Lourdes Catholic Trust

St Philip Neri with St Bede Catholic Voluntary Academy

Policy Document

Design and Technology

Written by:	Approved by:	Approval Date:	Review Date:
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Design and Technology Policy

Context

At St. Philip Neri with St. Bede Catholic Voluntary Academy, we provide a carefully constructed, high-quality Design and Technology education in line with the National Curriculum and inspired by the Kapow Scheme of Work, which is progressive and will engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works. We aim to ensure that pupils acquire the skills 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. It is our belief that high-quality Design and Technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

Purpose

Design and Technology at St. Philip Neri with St. Bede Catholic Voluntary Academy develops children's skills and knowledge in design, structures, mechanisms, electrical control and a range of materials, including food and nutrition. It encourages children's creativity and allows them to think about important real-life issues. Design and Technology supports the understanding of Maths, English, Science, Engineering, Computing and Art by putting these subjects into context in an engaging and purposeful manner. Pupils develop a critical understanding of the impact Design and Technology has on daily life and the wider world.

INTENT

Teachers aim to provide a balanced programme that takes account of abilities, aptitudes and physical, emotional and intellectual development. Through Design and Technology, children learn a range of skills, concepts, attitudes, techniques and methods of working.

Our Aims for Design and Technology at St. Philip Neri with St. Bede are to:

- Provide equal opportunities and develop the knowledge and skills for individual pupils through a range of structured and differentiated activities;
- Motivate pupils by providing interesting and stimulating experiences;
- Help children become aware of and investigate simple products by disassembly and evaluation;
- Develop pupils' knowledge and understanding about a range of materials, components and techniques;
- Teach skills relating to designing and making products successfully;
- Develop technical knowledge to meet the age of the child;
- Provide adequate time and access to information, skills and resources to allow children to produce a good quality product.

Children should be able to:

- Produce designs and plans, listing tools/materials needed;
- Explore and evaluate a range of existing products;
- Design and make purposeful products and to evaluate the effectiveness of the making process;
- Evaluate their work throughout the making process, suggesting alternatives when necessary and evaluate the final product in terms of what is and is not working;
- Become increasingly more accurate in the measurement, marking, cutting and combining of materials;
- Recognise safety implications for themselves and others;
- Demonstrate safe use of a range of equipment;
- Understand and apply the principles of a healthy and varied diet.

IMPLEMENTATION

St. Philip Neri with St. Bede's D&T Intent can be seen in Appendix A. This document outlines the school's D&T offer. The Progression of Knowledge and Vocabulary document details the objectives that are required to be covered in a progressive manner (Appendix B).

Pupils in our school experience a sequenced and varied curriculum using a wide a range of materials and processes, making cross curricular links whenever possible. They have access to relevant and varied resources and be able to make independent informed choices.

Design & Technology is delivered in minimum of 6 one hour lessons per term in Key Stage 1 and 2. In Key Stages 1 and 2, Design and Technology is planned for and delivered using the National Curriculum, the Kapow scheme of work and other resources that the teaching staff may choose.

Key stage 1 covers four primary key areas of Design and Technology: Mechanisms/Mechanical systems, Structures, Textiles and Cooking & Nutrition. Key Stage 2 covers six primary key areas of Design and Technology: Mechanisms/Mechanical systems, Structures, Textiles, Electrical systems, Digital world, and Cooking & Nutrition.

In the Foundation Stage, Design and Technology is taught using guidance from the St. Philip Neri with St. Bede Catholic Voluntary Academy Progression Document (Expressive Arts and Design) and the Kapow scheme of work. During the adult led session, teachers prepare the resources and model the activities for the children to access in their independent learning. During child-initiated activities, children explore a variety of materials, tools and techniques, and investigate the activities planned by teachers. With an adult support, they develop their learning and experiment with colour, design, texture, form and function.

• Through well planned sequences of lessons the pupils will develop their spiritual, moral, social and cultural skills and understanding.

- Evaluation of the product is based on agreed staff evaluation guide which includes strengths, weaknesses, improvements, challenges and reference to the design.
- Specific resources for each DT topic are ordered in advance.
- Teachers will ensure all children have access to the DT curriculum by having differentiated resources available when needed and an adult support given as required (by a teacher or teaching assistants)
- Marking is in line with our school policy.

IMPACT

Children are monitored on a regular basis to check progress; teachers assess pupils at the end of each lesson. Marking of D&T work is in line with our current Marking Policy and is used to inform termly formative assessments. We encourage all pupils to take responsibility for their own and others' learning. A range of Assessment for Learning strategies are used, for example peer assessment (children are encouraged to comment on each other's work using vocabulary related to the skill taught), evaluation, self-assessments and traffic lighting against objectives and success criteria. Through these, both children and adults are able to recognise the progress being made.

As a result of a well-structured and planned curriculum, pupils will understand Design and Technology as a process of plan, make and evaluate and they will understand, and be able to discuss, the relevance to their everyday lives. Teachers assess pupils at the end of each lesson.

Role of the subject leader

Lead by Miss Nicol Moody

- Guide colleagues with planning and resources
- CPD through staff meetings
- Monitoring and feedback using school cycle
- Pupil interviews
- Identify staff training
- Ordering and maintaining DT resources

Appendix A – D&T Intent Long Term Plan 2024-2025.pdf

Appendix B - DT- Progression of Skills and Knowledge.pdf

	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2	
EYFS	DT Garland using natural objects *Bookmarks*	DT Once upon a time Houses for three little pigs			Sunshine and sunflowers (Planting and growing)		
Year 1	DT Superhero puppets	DT Pop up Christmas card (sliders and levers)		DT Constructing a windmill			
Year 2	DT Towers, Tunnel, Turrets (tower)			DT Land Ahoy (Wheels and axels)		DT Pouches	
Year 3			DT Gods & Mortals (Mechanical Trojan Horse)	DT Making pencil cases – sewing		DT Tremors (castles)	Use 2design to design
Year 4	DT Pavilions Use tinkercad to design		DT Traders and Raiders (Making a slingshot car)		DT Fastenings (journal cover/sleeve)		
Year 5	DT Bridges	DT Torches			DT Rainforest (stuffed animals)		
Year 6	DT Designing school areas (tinkercad)			DT A child's war (Tea Towel Apron)		DT Design a mechanical toy (mythical creature-cams)	

STRUCTURE	TEXTILES	MECHANISM	ELECTRICAL SYSTEM	DIGITAL WORLD

FOOD AND NUTRITION

	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
EYFS					**Vegetable soup**	
Year 1						**Fruit smoothie**
Year 2						**Wraps**
Year 3			**Hummus and Tzatziki Greek salad**			
Year 4						**Biscuit bake off**
Year 5			**Vegetable tarts**			
Year 6						**Healthy Bolognese**