

St Laurence C of E Junior Academy Design and Technology Policy

Introduction

This policy outlines the purpose, nature and management of the Design and Technology taught and learnt in our school. It has been adopted by the staff of St Laurence C of E Junior Academy. This policy outlines the guiding principles by which this school will implement Design and Technology.

Aims for the teaching of Design and Technology at St Laurence C of E Junior Academy

At St Laurence our intention is to provide quality teaching and learning of Design and Technology. We aim to:

- Inspire children through a broad range of practical experiences to create innovative designs which solve real and relevant problems within a variety of different contexts.
- Encourage children to identify real and relevant problems, critically evaluate existing products and then take risks and innovate when designing and creating solutions to the problems.
- Give children opportunities to reflect, evaluate and improve on prototypes using design criteria throughout to support this process.
- Allow children to evaluate key events and individuals who have helped shape the world, showing the real impact of design and technology on the wider environment.

Teaching and learning

Design and Technology activities are taught in a variety of ways across St. Laurence Junior Academy, sometimes in blocks of taught time or as part of a topic. Design and Technology has relevance across the curriculum and links with other subjects throughout the school. For example, a lot of our Design and Technology has been incorporated into St. Laurence's long-term planning of Science or History and Geography topics. These links can be seen on our whole-school planning grids.

The role of the Design and Technology subject leader is:

- Taking the lead in the development, evaluation and amendment of schemes of work
- Acting as a consultant to colleagues
- Monitoring and evaluating children's work, children's views about the subject and planning
- Auditing and ordering resources when needed
- Keeping up to date with developments in Design and Technology and disseminating information to the rest of the teaching staff. Attending relevant CPD and prompting others about relevant training
- Leading staff meetings as appropriate

Key Stage 2

Design and Technology lessons are planned alongside the National Curriculum. By the end of Key Stage 2, children are taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making.

Children will complete at least 3 in-depth design and technology projects each year which link to their topic work where possible. One of these projects will be part of the 'cooking and nutrition' aspect of the DT curriculum.

Through revisiting and consolidating skills, lesson plans and resources help children build on prior knowledge alongside introducing new skills, knowledge and challenge.

Revision and introduction of key vocabulary is built into each lesson so that children are given opportunities to repeat and revise this knowledge.

Cross Curricular links

Design and Technology contributes to many subjects within the primary curriculum and many of the topics covered offer opportunities to make links with other areas of the curriculum. There are strong links between Design and Technology in:

- English (instruction writing)
- Maths (measuring)
- Art and Design
- Computing
- History
- Geography
- Science

Assessment

Formative Assessment is used to monitor student learning and provide ongoing feedback to the children during the unit of work. At the end of a unit, summative assessment is used to evaluate learning by completing the assessment spreadsheet based on the progression of skills.

Marking

Children's completed projects will be evidenced in their DT folders and the final outcome may be put on display where possible. Teachers should correct any key vocabulary and give a comment about the child's work, including an appropriate question if needed to challenge the children further.

Monitoring and review

The coordination and planning of the Design and Technology curriculum are the responsibility of the subject leader. The subject leader is responsible for evaluating the strengths and weaknesses in Design and Technology and indicating areas for further improvement on the following action plan. The subject leader will also monitor DT folders and schemes of work to ensure that the Programmes of Study are being effectively taught and match the needs and abilities of the children.

Inclusion and differentiation

At St. Laurence Junior Academy, Design and Technology is accessed by all pupils, no matter their ability. Where possible, more able pupils will be stretched through extra challenges suggested in the course of the lesson. These children will also be asked more challenging questions to extend and improve their work.

It is ensured that children with Special Educational Needs will be given an equal opportunity to study Design Technology. Children with SEND or complex needs may be provided with a range of challenges with different resources; Using additional adults to support the work of individual children or small groups. ICT programmes and appropriate tools and equipment are provided to ensure that all pupils have sufficient access to the Design Technology curriculum.

All children will be provided with all of the necessary materials to succeed and be inspired.

Resources

There are sufficient resources for all Design and Technology teaching units in the school. We keep these resources in the general stock cupboard. All resources are sorted and labelled for easy access. It is the responsibility of the teachers to return the resources in good condition as soon as they have finished with them.

Signed by Design and Technology Subject Leader: Mrs.Marazzi

Date: 20.4.23