



The Holy Spirit Catholic Primary School

DESIGN AND TECHNOLOGY POLICY



2023 - 2024

School Rules: Ready - Respectful - Safe

Inspirational Learning: Love - Believe - Achieve - Thrive

Curriculum Drivers: Resilient - Aspirational - Independent - Spiritual - Enthusiastic

Signed by:

Headteacher: Mrs Connolly

Subject Lead: Mrs Hoggarth

Chair of Governors: Mrs Keig

'Together in the spirit of love and forgiveness our family learns to grow with hope and joy.'



Review

This policy will be reviewed in September 2024

Signed by:

Headteacher:

Subject Lead: Louise Hoggarth

Chair of Governors:

Introduction

The objective of this policy is to give direction to staff with regard to providing a sufficiently broad and challenging Design and Technology curriculum, ensuring that teaching and learning develops children morally, physically, and socially. All children will have the opportunity to undertake Design and Technology throughout their time The Holy Spirit. The teaching of Design and Technology is systematically planned to ensure a progression of knowledge and skills across the foundation and primary phases.

Aims (Intent)

At The Holy Spirit, we value Design and Technology as an essential element in each child's broad and balanced curriculum. The Design and Technology curriculum provides children with vital technological skills, planning, designing and evaluating skills and evaluating skills. During Design and Technology sessions, children are encouraged to share individual opinions, evaluate their own, and existing, products and develop a deep understanding of the planning and designing processes. During Design and Technology sessions, we aim to engage, inspire and challenge pupils, equipping them with the knowledge and skills to plan, design, create and evaluate their own creations. A rich exposure to different elements of Design and Technology, as well as a variety of products and skills, will provide our children with a positive and enriching experience of Design and Technology. This will enable our pupils to know more about designs, remember more about skills and products and finally do more by creating their own products inspired by products that have previously come across. As pupils progress, they should be able to think critically and develop a more rigorous understanding of Design and Technology. They should also know how Design and Technology both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

These aims are achieved by providing:

- Sessions that give children the opportunity to engage with, gain inspiration from and discuss existing products, plans and creations.
- A systematic progression of planning, designing, creating and evaluating
- Opportunities to explore and investigate materials and methods to improve a product (for example strengthening)
- Exposure to multiple methods so that one has to be selected and justified
- The development of Design and Technology specific vocabulary
- Opportunities to share opinions and reflections.
- Motivating challenges and activities.

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- Opportunities to create items/products for a specific real life purpose.

Our curriculum gives children the opportunity to build on their Design and Technology skills, understand and use subject specific vocabulary, create, make and evaluate. Children will be given a wide exposure to the key aspects of Design and Technology including, but not limited to, painting, drawing, sketching, printing and collage. Children are given opportunities to explore the work of great and famous artists from a variety of eras to draw inspiration and develop artistic understanding from.

Organisation (Implementation)

The skills and knowledge that children will develop during each term are mapped across each class in a two-year cycle and are progressive throughout the school. Design and Technology sessions follow a clear structure of knowledge and skills are built on strategically. Each topic, children will have the opportunity to research, design, make and evaluate a project making them responsible, resilient and reflective of their own creations. Our projects are well designed to ensure children will be provided with ample opportunities to thrive. Where possible, cross curricular links are made for example when exploring electrical circuits in Science.

The Early Years Foundation Stage

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Wider Opportunities

Our school is part of the Halton Primary Arts Network. As part of this, we take part in an Art exhibition celebrating the artwork of our pupils annually. All classes collaborate to create a display of artwork which is displayed in the local community alongside other Primary Schools in the area. In addition to this, all children will attend an art gallery or Museum where art is displayed before leaving at the end of Key Stage 2.

Resources

Design and Technology resources are located in the Design and Technology cupboard and consist of a variety of resources from construction materials to sewing resources and wooden dowels.

High quality resources allow staff to teach skills well and provide children with an abundance of opportunities to practice using an assortment of equipment and design materials. Fresh resources

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and ingredients (during food technology) may be purchased as and when required. To help enhance sessions, teachers will also use interactive whiteboards to support to introduction of new knowledge and skills or to show a video or model of a specific skill. Resources may be used as part of a final piece or to trial a new design skill.

Inclusion

In order to ensure that all children are included in Design and Technology sessions, teachers will take extra care to explain, model and approach new learning in a variety of ways to suit the needs of all learners. Care is taken to ensure that children with SEND needs are able to access new learning and adaptations to sessions are made where required. Those children who are gifted and talented in Design and Technology are provided with opportunities to further their skills and take a deeper approach to the creation of a product. By offering children a curriculum which is tailored to their needs, and through work with outside agencies, we hope to see that all children, including those from disadvantaged backgrounds and with SEND have the chance to succeed and thrive. We ensure that skills which have been learnt have been remembered, therefore allowing for new knowledge bases to be created and built upon each year.

Assessment and Recording of Work

Assessment is used to inform future planning and to provide information about our pupils throughout the key stages at The Holy Spirit our methods include:

- Teachers observations of pupils
- Final product creations
- The implementation of new skills through product design or practicing.
- Projects and the child's input into a class/group or school project
- Self-evaluations of products in relation to initial designs and
- Teacher/pupil discussions
- Teacher questioning in regards to skills
- Ongoing Quizzes to recap and secure previously learnt knowledge.

Teachers begin units of work with a recap of prior learning and a review of knowledge and vocabulary required to access the new learning. Children will consistently use learnt skills and apply these new skills to better their future designs and creations. At the end of the topic, teachers assess key knowledge and skills based on whether children have demonstrated through their final product that they have met the National Curriculum objectives and progression guidance for their phase. This helps the Design and Technology Coordinator to monitor progress and attainment in Design and Technology across the school.

Monitoring and Review

Monitoring of the standards of children's work and of the quality of teaching in Design and Technology is the responsibility of the Design and Technology Coordinator. The work of the subject leader also involves supporting colleagues in the teaching of Design and Technology, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The Design and Technology Coordinator has specially-allocated, regular management time in order to review evidence of the children's work and undertake lesson observations of Design and Technology teaching across the school. The Design and Technology Coordinator monitors the quality of teaching and learning, progress and

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attainment in Design and Technology through; staff voice, lesson observations, recordings of lessons and analysis of the data which is completed on the relevant assessment grid at the end of each topic. The Design and Technology Coordinator will write an annual action plan in which she/he will evaluate the strengths and weaknesses in the subject and indicates areas for further improvement.

Continuing Professional Development

Training will be arranged as and when deemed necessary by the Design and Technology Coordinator in response to subject monitoring. In addition to training from external providers, CPD may include; signposting to online resources to support subject knowledge, modelling lessons, 1:1 staff coaching.

Review

This policy will be reviewed annually in response to the review of our Curriculum