



St. Oswald's R.C. Primary School

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Design and Technology Policy

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Design and Technology Policy

Mission Statement

St Oswald's is proud to be a Roman Catholic school where every person is helped to do their best to succeed in a place of love, peace and safety, following the teachings of Jesus. In our school family, we are enthusiastic learners and teachers.

'Nihil Satis Nisi Optimum - Only the best will do'

Aims

In order that we might have life in all its fullness, our school will:

Welcome - Be warm and welcoming towards all visitors to our school, just as Jesus welcomes us to the family of God.

Welfare - Be ready to forgive as Jesus taught us. To always say sorry with honesty, courage and meaning. Show love and kindness by trying to think of the needs of others before our own. Thank God for our talents and celebrate achievements earned through working hard, aiming high, and always believing we can reach our goals. To make God's world a better place.

Word - Follow the teachings of Jesus by loving, respecting and accepting one another. Give children as well as adults the chance to have a voice in the future development of our school. To place the Word of God at the centre of all that we do.

Worship - To say our prayers meaningfully and worship the Lord our God joyfully with all our hearts.

Witness - Find love and kindness here and when we leave take lasting friendships and happy memories with us. To be witnesses of a Loving God who is at the heart of all we do.

Aims and objectives

Design and Technology prepares children to take part in the development of tomorrow's rapidly changing world. Creative thinking encourages children to make positive changes to their quality of life. The subject encourages children to become autonomous and creative problem-solvers, both as individuals and as part of a team. It enables them to identify needs and opportunities and to respond by developing ideas and eventually making products and systems. Through the study of Design and Technology they combine practical skills with an understanding of aesthetic, social and environmental issues, as well as functions and industrial practices. This allows them to reflect on and evaluate present and past Design and Technology, its uses and its impacts. Design and Technology helps all children to become discriminating and informed consumers and potential innovators.

The aims of Design and Technology are:

- to develop imaginative thinking in children and to enable them to talk about what they like and dislike when designing and making;
- to enable children to talk about how things work, and to draw and model their ideas;

- to encourage children to select appropriate tools and techniques for making a product, whilst following safe procedures;
- to explore attitudes towards the made world and how we live and work within it;
- to develop an understanding of technological processes, products, and their manufacture, and their contribution to our society;
- to foster enjoyment, satisfaction and purpose in designing and making.

Teaching and learning style

The school uses a variety of teaching and learning styles in design and technology lessons. The principal aim is to develop children's knowledge, skills and understanding in Design and Technology. Teachers ensure that the children apply their knowledge and understanding when developing ideas, planning and making products and then evaluating them. We do this through a mixture of whole class teaching and individual/group activities. Within lessons, we give children the opportunity both to work on their own and to collaborate with others, listening to other children's ideas and treating these with respect. Children critically evaluate existing products, their own work and that of others. They have the opportunity to use a wide range of materials and resources, including ICT.

In all classes there are children of differing ability. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- setting common tasks that are open-ended and can have a variety of results;
- setting tasks of increasing difficulty where not all children complete all tasks;
- grouping children by ability and setting different tasks for each group;
- providing a range of challenges through the provision of different resources;
- using additional adults to support the work of individual children or small groups.

Design and Technology Curriculum Planning

We follow the National Curriculum and use the Lancashire Key Learning skills as a basis for our planning. Activities are planned in Design and Technology to build upon the prior learning of the children. We ensure there are opportunities for children of all abilities to develop their skills and knowledge in each unit and we build planned progression into the scheme of work so that the children are increasingly challenged as they move up through the school.

We carry out the curriculum planning in Design and Technology in three phases: long-term, medium-term and short-term. The long-term plan maps out the units covered in each term during the key stage. The Design and Technology subject leader works this out in conjunction with teaching colleagues in each year group.

Our medium term plans, give details of each unit of work for each term. They identify skills for each unit of work and ensure an appropriate balance and distribution of work across each term.

Our short term planning comes in the form of detailed and annotated note book pages or PowerPoints, clearly outlying the aims and objectives of each lesson.

The Foundation Stage

We encourage the development of skills, knowledge and understanding that help Nursery and Reception children make sense of their world as an integral part of the school's work. The Reception Class is part of the Early Years Foundation Stage and therefore we relate the development of the children's knowledge and understanding of the world to the objectives set out in the Early Learning Goals which underpin the curriculum planning for children from birth to five years. This learning forms the foundations for later work in Design and Technology. These early experiences include asking questions about how things work, investigating and using a variety of construction kits, materials, tools and products, developing making skills and handling appropriate tools and construction material safely and with increasing control.

To give Nursery children the best opportunities for developing their knowledge and understanding of the world we provide a range of experiences that encourage exploration, observation, problem solving, critical thinking and discussion. These activities, indoors and outdoors, attract the children's interest and curiosity. Opportunities that help children to become aware of, explore and question issues of differences in gender, ethnicity, religion and culture and of special needs.

Contribution of design and technology to teaching in other curriculum areas

English

Design and Technology contributes to the teaching of English in our school by providing valuable opportunities to reinforce what the children have been doing during their English lessons. Discussion, drama and role-play are important ways that we now employ for the children to develop an understanding that people have different views about Design and Technology. The evaluation of products requires children to articulate their ideas and to compare and contrast their views with those of other people. Through discussion children learn to justify their own views and clarify their design ideas.

Computing

We use ICT and Computing to support Design and Technology teaching when appropriate. Children use software to enhance their skills in designing and making; and use draw-and-paint programs to model ideas and make repeating patterns. They use databases to provide a range of information sources internet search engines to gain access to images of people and environments. The

children also use ICT to collect information and to present their designs through draw-and-paint programs.

Personal, Social and Health Education (PSHE) and Citizenship

Design and Technology contributes to the teaching of Personal, Social and Health Education and Citizenship. We encourage the children to develop a sense of responsibility in following safe procedures when making things. They also learn about health and healthy diets. Their work encourages them to be responsible and to set targets to meet deadlines, and they also learn through their understanding of personal hygiene, how to prevent disease from spreading when working with food.

Spiritual, moral, social and cultural development

The teaching of Design and Technology offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Our groupings allow children to work together, and give them the chance to discuss their ideas and feelings about their own work and the work of others. Through their collaborative and co-operative work across a range of activities and experiences in Design and Technology, the children develop respect for the abilities of other children and a better understanding of themselves. They also develop a respect for the environment, for their own health and safety and for that of others. They develop their cultural awareness and understanding, and they learn to appreciate the value of differences and similarities. A variety of experiences teaches them to appreciate that all people are equally important, and that the needs of individuals are not the same as the needs of groups.

Teaching Design and Technology to children with special needs

We teach Design and Technology to all children, whatever their ability. Design and Technology also forms part of our school curriculum policy to provide a broad and balanced education to all children. Teachers provide learning opportunities that are matched to the needs of children with learning difficulties. Work in Design and Technology takes into account the targets set for individual children in their Personal Education Plans (PEPs).

Assessment and recording

Teachers assess children's work in Design and Technology by making assessments as they observe them working during lessons. They record the progress that children make by assessing the children's work against the learning objectives for their lessons. At the end of a unit of work, teachers make a judgement against the skills that have been taught. Teachers then use the skills the children have or haven't achieved to plan the future work of each child and to make an annual assessment of progress for each child, as part of the annual report to parents. Each teacher passes this information on to the subject coordinator at the end of each year.

In terms of recording assessments, each class teacher will make a judgement at the end of Autumn Term and at the end of Summer Term. These are in line with the Lancashire Key Learning documents and are then inputted on to the

school's electronic tracking system: Lancashire Tracker. These are then available for the next class teacher to look at the start of the academic year to inform planning and progression.

The Design and Technology subject leader keeps evidence of the children's work in a portfolio, each year we retain a range of abilities of work in Design and Technology, we hold numerous staff meetings with regards to assessing children's work and discussing progress.

Resources

Our school has a wide range of resources to support the teaching of Design and Technology across the school. Classrooms have a range of basic resources, with the more specialised equipment being kept in the Design and Technology store. This room is accessible to children only under adult supervision.

Health and safety

The general teaching requirement for health and safety applies in this subject. We teach children how to follow proper procedures for food safety and hygiene. Teachers refer to the updates health and safety booklet kept in the staffroom.

Monitoring and review

The 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 subject leader. 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 subject leader gives the headteacher an annual report in which she evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. The Design and Technology subject leader has specially allocated, regular management time in order to review evidence of the children's work and visiting classes to observe teaching in the subject.

Signed: *K.Barlow*

