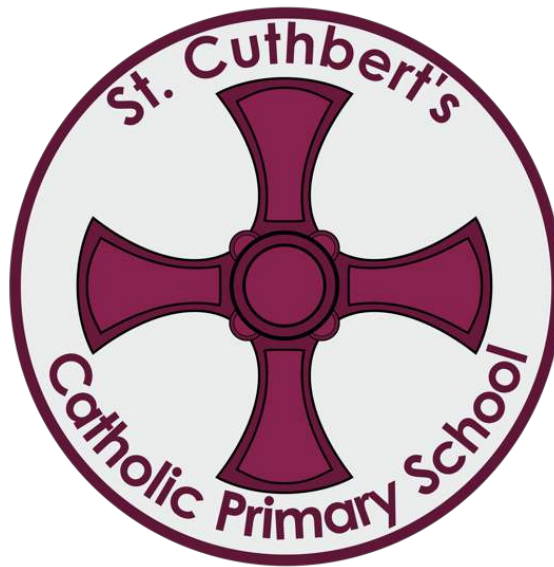


Design & Technology Policy

St Cuthbert's Catholic Primary



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1. Introduction

You are unique, talented and loved by God

Every child has the right to an education. (Article 28 UNCRC)

**Education must develop every child's personality, talents & abilities to the full.
(Article 29 UNCRC)**

This policy is written with consideration for the Gospel values of our Catholic school and for our ongoing commitment to the Rights of the Child which underpins our day-to-day practice and ethos. Although direct reference to these considerations are not continuously made, the policy has been written with full awareness of our responsibility and commitment to the faith and rights of our pupils.

As part of the Bishop Chadwick Catholic Education Trust (BCCET), we are committed to upholding the key values of our family of schools in the teaching of art:

- **Excellence:** art is planned, taught and monitored to enable staff and pupils to achieve excellence.
- **Respect:** all of our school family are created in the image of Christ and are treated with equity and fairness. We are committed to providing support, high expectations and challenge for our staff and pupils, no matter their starting point, to help them develop their mathematical ability to the full.
- **Community:** we work as a community to achieve our aims and teach our pupils the value of collaboration and team work through art.
- **Gifts:** we support all staff and pupils to enable them to fulfil their potential.
- **Aspiration:** staff and pupils are supported to be the best they can be and we ensure the needs of every individual are met.
- **Celebration:** we recognise and celebrate success, resilience and positivity in mathematics.

Our pupils are all unique individuals with their own strengths, aptitudes, interests and dreams. As a Catholic school community, we support each child to make the most of every opportunity we offer.

2. Vision

At St. Cuthbert's we are committed to providing all children with learning opportunities to engage in Design and Technology. We teach our pupils about the designed and made world and how things work and is also about enabling pupils to design and make their own functional products for particular purposes and users. The skills learned in D&T also help with learning across the curriculum e.g. properties of materials in science, measuring in maths and computer control; we aim to make our learning links purposeful and link to the wider curriculum where relevant.

3. Purpose of study

Design and technology 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 well-being of the nation.

DfE

4. Aims & Intent

The National Curriculum for art (detailed below in *italics*) 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 ideas and products and the work of others;*
- *Understand and apply the principles of nutrition and learn how to cook.*

In addition, at St Cuthbert's we ensure that our children have the opportunity to work with our local feeder school and that our curriculum aligns to the threshold concepts set out in the curriculum developed by our Academy Trust so that our pupils move into KS3 with the necessary knowledge and skills to succeed.

At St Cuthbert's we aim:

- To ensure pupils have learned the knowledge and skills set out in the National Curriculum.
- To ensure learning of skills and knowledge in D&T is progressive.
- To ensure our curriculum promotes resilience and co-operation and celebrates effort and improvement.
- To improve the cultural capital of our pupils by teaching them about local, national and international designers from different backgrounds and by teaching lessons that link meaningfully to their wider learning.
- To ensure pupils are encouraged to experiment and reflect on their own work.
- To ensure children achieve increased independence as they progress through school.

5. School Curriculum Intent

5.1 Early Years

The DfE identifies three areas that are particularly important for *building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving.*

These are the prime areas:

- *communication and language*
- *physical development*
- *personal, social and emotional development*

Providers must also support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- *literacy*
- *mathematics*
- *understanding the world*
- *expressive arts and design*

In Early Years, DT forms part of the learning within Understanding the World as well as Expressive Arts & Design. Design and technology in EYFS enables learners to make sense of the 'made world' in which they live (UTW). By making, changing and modifying (or designing) things for themselves, learners come not simply to a greater understanding of their world, but to a sense of agency - of being able to change and modify their environment (UTW/PSED). DT enables learners to gain knowledge and understanding of their world (UTW/PSED). Design is not just about drawing, but about thinking, involving some experience, some imagination and a willingness to change and modify ideas (C&L/EAD). Technology, on the other hand, is about doing - making something for a purpose, involving putting ideas into practice and having an awareness of the possibilities and limitations of different materials, including making mistakes (PD/PSED).

5.2 National Curriculum for Y1 to Y6

We follow the programmes of study as laid out by the National Curriculum:

[Programmes of study for Years 1 to 6 can be found here.](#)

Each class from Year 1 studies three units of work per year: one 'kitchen' unit of work developing cookery and food technology skills; one 'workshop' unit where pupils complete focused practical tasks, learn about designs and designers and complete a design, make and evaluate task; and one 'stretch' unit based around focused practical tasks where pupils learn skills to make products and troubleshoot to improve and refine their work. This stretch unit is a unit of pre-learning which links to the 'workshop' task pupils will undertake in the following year and skills may be practised over the course of the year. For example, in Year 2, pupils learn to make slotted structures using card and make stable structures through different cross curricular activities. In Year 3, they are tasked with designing and making recyclable packaging for a toy which includes flat packed elements that should stand up.

5.3 Inclusion

All pupils are entitled to a broad and balanced curriculum and this includes D&T. All lessons are tailored to the needs of the children in the class. There is no differentiation in content taught, but the scaffolding individual pupils receive in class as they work through the curriculum will differ.

Similar to our art curriculum, we adhere to Paul Carney / NSEAD guidance where we provide scaffolds for pupils with motor difficulties e.g. using bolder lines, breaking down tasks, modelling 1:1 where possible. Pupils' difficulties and misconceptions are identified through immediate formative assessment and addressed with in class support through discussion. Where children make less than expected progress, efforts are made to ensure relevant support is put in place to help support the child. No child will be denied a full curriculum and concepts and skills will be revisited if necessary to secure understanding.

The cyclical nature of the curriculum enables pupils to revisit skills and further their understanding as they journey through school. We recognise that some SEND pupils may have an identified need linked to work in D&T e.g. with motor skills, visual perception or sensory issues. Where this is the case, individual SEND Support Plans will detail necessary support which will be put in place in class. Staff are sensitive to and mindful of individual needs.

6. Implementation

6.1 Sequences of Learning

- Long Term Planning ensures themes are taught at appropriate times e.g. children in Year 2 have learned about pattern, geometry and textiles in art lessons and then can draw on this knowledge when designing a square for a wall hanging; pupils in Year 4 learning about the Romans and about geography in Italy complete their unit on pasta and sauces with background information on Italy and its cuisine.
- Medium term planning overviews break down subjects into lessons with defined learning objectives and outcomes.
- Longer 'workshop' units build on skills begun in the previous academic year.
- Our scheme of work has been developed with secondary specialist colleagues to ensure that pupils leave in Year 6 with the substantive and disciplinary knowledge and skills they need to succeed in KS3.

6.2 Timetabling

- Classes teach D&T every term
- Lessons may be taught weekly e.g. 1 hour per week or may be taught in a block. Staff have flexibility with timetabling in their classes as it can be helpful to have a longer session e.g. when at the making stage or to work in small groups e.g. when cooking.
- All food technology lessons have two adults present. All of our teaching assistants have food hygiene qualifications.

6.3 Classroom Environment

- Classes may have displays that reflect the current D&T unit of work and contain key vocabulary, artists and information
- Displays are encouraged to show work under development to show the design process – displays do not have to be 'finished' pieces of work
- In focused practical tasks pupils may all be creating the same piece of work to learn a new skill but in design tasks pupils should not be creating carbon copies of a piece of work but rather exploring themes, knowledge and skills and interpreting them with some independence
- D&T materials are stored centrally in school but classes have access to a range of basic materials
- EYFS have D&T activities as part of their continuous provision.

6.4 D&T Lessons

- Each lesson focuses on one clear objective which all children are scaffolded to achieve.
- Lessons allow pupils opportunity for creativity, reflection and discussion. It is not always relevant or purposeful to record work in books or booklets
- D&T practical work will usually be looked at by staff without being 'marked' – feedback is generally through discussion.

6.5 Staff Development

We are committed to the ongoing development of Design & Technology.

- Each year, we identify a focus area for improvement which is included in our School Improvement Plan.
- We invest in high quality teaching resources which support staff understanding and pedagogy
- Leaders support staff with planning and teaching; we engage with training and curriculum development with BCCET

7. Impact

Senior Leaders, D&T lead, teachers & teaching assistants are all responsible for monitoring the impact of the D&T curriculum to ensure pupils have a positive experience of D&T, retain knowledge & apply their learning in their work.

- Teachers and Teaching Assistants use questioning, support and challenge effectively to gauge understanding in lessons and ensure the vast majority of pupils keep up
- Teachers assess pupils
- Teaching & Learning is monitored through the Five Strand approach in line with BCCET which includes:
 - a. Checking of planning by subject lead / SLT to ensure thorough and timely coverage
 - b. Lesson observations
 - c. Shared monitoring of books with opportunities for discussion and shared practice to monitor impact collectively
 - d. Monitoring of assessment data
 - e. Pupil Voice

8. Review

This policy links to

- SEND Policy
- Marking & Feedback Policy
- Curriculum Policy
- Safeguarding Policy

This policy will be reviewed annually by:

- Curriculum Lead
- SLT
- Link governor or whole governing body