'The family of Holy Rood School will try to live, learn, grow and celebrate together, as friends, through the love of Christ.'

Holy Rood Catholic Primary School

Design and Technology Policy

September 2024

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Intent

At Holy Rood, we intend for every child to have the opportunity to:

- 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.
- Analyse, evaluate and test their ideas and products and the work of others.
- Understand and apply the principles of nutrition and have basic cooking skills.

Implementation

How We Teach Design and Technology at Holy Rood

In EYFS, children are offered a wide range of design and creative activities, this forms part of the learning area 'Expressive Art & Design'. These are chosen to support the children's learning need and interests. The outcomes are linked to Early Learning Goals in both Expressive Arts and Design and Understanding the World areas of the Foundation Stage Profile. This learning forms the foundations for later work in Design Technology. These early experiences include: asking questions about how things work, trial and error, 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.

As we move into KS1 and KS2, Design and Technology is taught during three half terms throughout the year (normally alternating with Art and Design). Each year group are given the opportunity to analyse current products, design, plan, make and evaluate products that have a purpose and are relevant to their age group or learning in other subjects.

We use a variety of teaching and learning styles within the Design and Technology curriculum which enable pupils to make progress. We achieve this through a range of teaching styles for example teacher exposition, discussion, practical work, practice of basic skills, first-hand experience and open-ended activities.

There are pupils of different abilities in all classes at Holy Rood Catholic Primary School. We recognise this fact and provide suitable learning opportunities for all children. In some lessons we do it through organization of pupils, different tasks for different groups, while in other lessons we ask pupils to work from the same starting point before moving on to develop their own ideas. We sometimes use teaching assistants to support some pupils and to enable work to

be matched to the needs of individual pupils. All pupils are asked to review their work throughout a topic in order to make improvements and produce work showing the best of their potential.

Teachers focus on high quality vocabulary used in Design and Technology and often include it on title pages and within classroom displays. Pupils are encouraged to use the correct vocabulary when having discussions and answering questions within class.

Planning

Teachers are able to use the planning schemes and resources from the Design and Technology Association to aid them with their planning and teaching of Design and Technology. These schemes provide detailed suggestions for possible projects and cross-curricular links, comprehensive key vocabulary and competencies, as well as health and safety considerations and detailed design, make and evaluate assignments.

Overview plans for each unit are held on the school shared system and are accessible to all staff at Holy Rood Catholic Primary School. Teachers then adapt and innovate from these units to suit their class and the units that they are covering.

Teachers are responsible for sourcing basic materials needed to support the units they are teaching, mainly using their year group budgets.

The structure of every Design and Technology unit is: analyse current products, design, plan, make and finally evaluate.

Every product made has a purpose and provides skill development relevant to the pupil's age. On occasions, some products also link to other areas of the curriculum, though this is not always the case. The Design and Technology Curriculum Map includes more details about each of the units from Y1 to Y6.

Teachers planning indicates how our SEN children are supported in their Design and Technology lessons, either through adult support, differentiated tasks, or use of resources such as widget symbols or word banks to provide additional support.

Assessment & Marking

Assessment is an integral part of the teaching process. Class teachers use learning objectives that are matched appropriately for each lesson. They will assess pupils' progress and attainment during each lesson and use this to inform future teaching and planning. The skills progression document, created by the Design & Technology Subject Leader, is also used to support planning and assessment for each topic.

Assessment judgements during the year will be made from the following:

- Consideration of work produced in children's Design and Technology books
- Ongoing teacher marking
- Discrete comparison with peers using peer assessment or a gallery-style assessment
- Pupil's ability to select appropriate materials
- Pupil's organisational and collaborative skills
- Pupil's ability to evaluate their product

Teachers in KS1 and KS2 assess their pupils' attainment in Design and Technology at the end of every academic year. This assessment is recorded on BromCom and pupils are awarded the following three standards 'Working Towards', 'Expected' or 'Greater Depth'.

Progress and achievement in Design and Technology is reported to parents within the written report at the end of each academic year, if regarded as a particular strength or area of great progress.

Our twice-yearly classroom open evening, where parents are invited in to look at their children's books, allows parents to scrutinise the Design and Technology learning their child has recently encountered.

Class teachers may also choose to share progress and achievement through 'Marvellous Me' throughout the year by sharing photographs, videos or comments.

Resources

We have a wide range of resources to support the teaching of Design and Technology across the school. All our classrooms have a range of basic resources and interactive whiteboards.

Each year group has access to a central store of materials and, following discussion with the Design and Technology Subject leader further resources can be ordered. The subject leader is responsible for ensuring teachers have access to resources through ordering, replenishment and auditing.

The Design Technology subject leader can use pupil premium funding to support the progress of disadvantaged pupils in Design Technology (where appropriate).

Contribution to Other Subjects and Cultural Enrichment

Art and Design and Design Technology Focus Week – This week focuses the whole school on Art and Design and Design Technology activities once a year. A theme is chosen (collaboratively with the Art and Design Subject Leader) and wide ranges of activities are offered to all pupils from EYFS to Y6. (Previous themes include Under The Sea, World Faiths, Our Cultural Heritage and The Forest)

The highlight of the week is then an exhibition of pupils' work in a whole school celebration assembly and is available for parents to view. This focus week provides an enhanced opportunity to learn new skills, practice and secure key Design & Technology skills and for the pupils to see their work displayed for the public.

There are often cross-curricular links that can be made between Design and Technology and other subjects. The units with a 'structure' aspect, for example, link well with Art and Design where children are encouraged to develop their creativity and recreate works and 3d structures in the style of well known artists. Design and Technology aspects of 'mechanisms', 'electrical systems' and 'cooking and nutrition' all naturally tie in with the Science curriculum and pupils' knowledge of forces, electricity and food and diet. In addition, skills learned in Maths, such as measuring, shape knowledge and estimating, often underlie the children's learning in Design and Technology. As do the English skills of speaking and listening, when working collaboratively, reading, when following written instruction, and writing, when creating purposeful content for new products. Sometimes Design and Technology is incorporated into Year Group's half termly homework projects.

Inclusion

Design and Technology is made accessible to all pupils regardless of ability through the use of a wide range of resources and scaffolds within lessons. Although no specific Design Technology interventions are in place, English and Maths interventions can help children to

access Design and Technology skills, such as writing reviews, reading instructions or research, calculating and measuring during the making process. The Subject Leader ensures through planning scrutiny that appropriate challenge is provided where necessary for pupils working at Greater Depth.

Disadvantaged Pupils

Pupil Premium children are highlighted on teacher planning and any trips relating to Design and Technology may be financially supported through school.

Monitoring and Review

A clear cycle of monitoring for Design and Technology is in place at Holy Rood. Each subject leader is given a half a day each term to monitor the teaching and learning of Design and Technology.

Early in the Autumn term the subject leader analyses the previous year's assessment data, and the performance of key groups is reviewed (girls, boys, FSM, vulnerable pupils, SEN and greater depth pupils) and new priorities for the year decided upon. From this analysis, a subject leader action plan is written and shared with the curriculum governor. The action plan highlights the subject leader's projects and whole school development points for their subject for the year ahead. Typically, each action plan includes one aim per term.

In the Spring term the subject leader will carry out a book and planning (or other evidence) scrutiny and report their monitoring to teaching staff and SLT. At this point any reminders about pedagogical approach, sequence, coverage, quantity or quality can be given to specific teachers (or further more in depth teaching and learning support provided).

In the Summer term the subject leader will carry out lesson observations and learning walks, pupil voice exercises and further work scrutinys. The subject leader then attends an SLT meeting to share strengths seen and any ongoing areas for development. They shall also feedback to individual staff members and keep a record of best practise in their Design and Technology subject leader folder.

In the later part of the Summer term the subject leader reviews the year's action plan.

Additional staff meeting time, as required by the subject leader, can also be provided on an ad hoc basis following discussion with Deputy Headteacher or Headteacher. This time could be used to share current developments in Design and Technology, share strategy for the teaching of Design and Technology and lead the direction of Design and Technology teaching in the school. This training is written by the subject leader and is customised to their yearly foci or as a response to the results of recent subject monitoring.

The policy has been reviewed by the curriculum governor and agreed by the full governing body.

It will next be reviewed annually