





Chapel Street Community Primary School

Design and Technology Policy

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Signed by Headteacher	Ella Hughes	
Signed by Chair of Governors	Tim Wheeler	

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Main amendments as part of this review / update	<ul style="list-style-type: none"> Updated with changes to whole school Curriculum.
Links to statutory guidance	<ul style="list-style-type: none"> Statutory framework for the early years foundation stage: Setting the standards for learning, development and care for children from birth to five The National Curriculum in England – Key Stages 1 and 2
Links to non-statutory guidance	<ul style="list-style-type: none"> The Key – model policy advice https://www.oxford-grove.bolton.sch.uk/information/curriculum/ Model policy
Other documents / resources used in the writing of this policy	<ul style="list-style-type: none"> N/A
Related policies	<ul style="list-style-type: none"> Teaching and Learning Policy Feedback and Marking Policy Assessment Policy SEND policy



Vision & Missions statement

Making a difference and achieving excellence for every child.

School values

- Growth – *We go beyond what is expected to continually improve standards and deliver ambitious outcomes.*
- Respect – *We do the right thing for our children.*
- Inclusion – *We care about people as individuals.*

You can find out more about school on our website: <https://www.chapelstreetprimary.co.uk/>

If you have any questions about the content of this policy:

- If you are a member of staff – speak with your line manager or a member of the leadership team
- If you are a parent / carer – contact the school office on 0161 224 1269
- If you are another interested party – contact the school office on 0161 224 1269

Justification.

In design and technology at Chapel Street Community Primary School, pupils are encouraged to use their creativity and imagination to make products that solve real and relevant problems within a variety of contexts. Our curriculum has been designed taking into account the diverse community within the school and aims to engage all pupils with the subject of design and technology. Pupils can acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Through design and technology pupils can learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. They can evaluate past and present design and technology, developing 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 and its relevance is celebrated at Chapel Street.

Intent.

1. To help pupils develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.
2. To provide opportunities for children to work with a range of materials and components which can be changed and adapted to suit different purposes and then used to assemble useful products.
3. To enable children to generate ideas then communicate, clarify, develop, refine and evaluate them, identifying strengths and weaknesses.
4. To enable children to develop the skills of material and tool selection and acquire the techniques for their safe and effective use.
5. To enable children to develop the ability to investigate and evaluate simple products in order to determine how they work and how successfully they meet their intended purpose, and then apply the knowledge gained to new situations and fresh product development.
6. To enable pupils to build and apply their knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users.
7. To provide children with a knowledge and understanding of health and safety issues as designers, makers and consumers.
8. To enable children to understand and apply the principles of nutrition and learn how to cook.
9. To provide opportunities for independent, collaborative and inclusive learning.
10. To meet the needs of a diverse school community through a carefully designed, engaging curriculum.

Implementation.

1. Teachers will use a variety of creative and practical activities to teach pupils the knowledge, understanding and skills needed to engage in an iterative process of designing and making.
2. Children will be provided with opportunities to generate, develop, model and communicate their ideas through discussion, annotated sketches, templates, mock-ups, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.
3. Teachers will follow our curriculum which provides children with a varied range of relevant and engaging assignments which allow them to design and make different products aimed at particular individuals and groups.
4. Children will be provided with access to a variety of materials and tools and a range of investigative tasks which allow for their exploration of different equipment, including how to use materials, techniques and tools safely, efficiently and effectively and to minimise hazards.
5. We will give children the time to explore and evaluate a range of existing products, teaching them how to determine quality, and evaluate their ideas and products against design criteria including their own design criteria and consider the views of others to improve their work.
6. Children will be taught appropriate language to describe equipment, materials, components and processes.
7. We will provide work which will give opportunities for children to design and make products and acquire knowledge and skills systematically and progressively.

Impact.

Through the variety of creative and practical activities children have access to during their time at Chapel Street, pupils will be confident in the knowledge, understanding and skills needed to enable them to engage in an interactive process of designing and making as they draw on other subjects such as mathematics, science, engineering, computing and art. Pupils will be confident to take risks, as they develop and become resourceful, innovative, enterprising and capable citizens and they will understand how key events and individuals in design and technology have helped shape the world. Our children will enjoy design and technology and engage in projects that have a clear purpose. The products that children create will be high quality, resulting from the range of materials, tools and equipment available to them alongside the clear process they follow to design and make.

Cross Curricular Links.

The school will teach design and technology through creating links with many other areas of the curriculum, identifying topics which appeal to children and cover a wide range of curriculum areas. We will identify opportunities to develop English skills during our design and technology lessons by using specific vocabulary and technical terms, discussing the children's own work and that of other designers and craftspeople and planning 'design and make' tasks collaboratively and through discussion. Mathematical skills will be developed through accurate measuring, gathering data and selling products. Opportunities to use Computing in ways that will enhance children's learning are indicated in several themes and links will also be made between design and technology and the children's learning in Art, Science, History, Geography and PSHE. Children will be encouraged to use their PSHE skills when discussing their own learning and evaluating the work of others whilst offering support and encouragement to each other.

Planning and Curriculum Content.

The school plans for design and technology during block half terms, which enables a clear build-up of skill progression. Learning objectives are taken from the National Curriculum and is extended using the Kapow combined scheme for design and technology alongside Art and Design. This includes short-term planning which includes direct teaching points, key questioning, skills application, Computing skills application and clear differentiation. Where appropriate, links and opportunities are also included to other topic areas where relevant such as Geography, History and Science.

Each year, a Design and Technology Super Learning Day is used to celebrate art across the school, and showcase to parents the love of Art at Chapel Street. In Early Years, our curriculum is written in accordance with the 'Statutory framework for the Early Years Foundation Stage' and 'Development Matters'. The curriculum area of Design Technology is within the Expressive Arts and Design area of learning. Expressive Arts and Design in Reception is taught in group carpet sessions, with shared discovery time, exploration and independent responses to the stimuli. Across the Early Years, children have access to a variety of resources to support continued exploration, investigation and discussion during continuous provision.

Recording & Assessment.

Assessment of the quality of children's work and rate of progress will be through teachers' careful observations of the progression and final pieces of the work produced by the children. The subject leader will also examine a range of children's work to ensure delivery, high standards and progression to support moderation and standardisation across the school. Final assessment pieces will be carried out at the end of each design and technology topic, which is assessed against the National Curriculum and topic objectives. Teachers make their own assessments and notes each lesson for future planning. In Key Stage One and Key Stage Two, assessment of children's attainment will be carried out by moderation of children's work between class teachers and using end points for each unit. Judgements will be made against National Curriculum Attainment Targets and recorded as to whether the children have met, or have not met their targets. For children in EYFS, they will be assessed using the Early Years checkpoints and 'Early Years Foundation Stage Profile' criteria. Assessments will be on-going throughout the year in this phase. See the Early Years policy for more information. The Subject Leader will analyse this data at the end of each data drop and work alongside the Assistant Head teachers to ensure consistency and good progress is made across school.

Resources.

The school will provide a wide range of appropriate resources for design and technology. Resources are located in clearly labelled boxes in the design and technology area. Both Key Stage areas have Interactive Smart boards for children to use and research areas resourced with a number of laptops and iPads available. Other design and technology resources are located in both Key Stage resource areas, and in the stock room. Resources in Key Stage areas are made readily accessible by teachers to children to enable them to make choices about the materials they use. In Nursery and Reception there are areas stocked with resources to enable them to develop their design and technology skills, which the children can access at any time during continuous provision. These resources will be updated and enhanced through annual audits.

Professional Development.

The school will ensure that teachers and subject leaders have access to regular continuing professional development that refreshes their own creativity and keeps them up to date with developments in design and technology. Areas for development will be identified through CPD meetings. Workshops linked to design and technology are planned to provide support in delivering the National Curriculum and providing staff with model lessons.

SEN and Equal Opportunities.

Our school aims to provide for children of all abilities and backgrounds with a curriculum which allows for appropriate differentiation. This may be by outcome, task, resources, support, interest or ability grouping as appropriate.

Children with English as an additional language (including INA's)

We will ensure that children who have English as a second language will be given extra support in class, as necessary, either from teachers or their peers, to enable them to gain the knowledge, understanding and skills required.

Health and Safety

Annual risk assessments will be carried out to ensure safe use of DT equipment such as glue guns, saws, craft knives and cookery equipment. Equipment of this kind will be kept in a locked cupboard. When children are using this equipment the health and safety issues will be fully explained to them. Visitors to the school will need to present a DBS check.