

St James' R.C. Primary School

Design Technology Policy

**FAITH IN ACTION
WORKING TOGETHER
WALKING IN THE FOOTSTEPS OF CHRIST**

This policy document was revised during the spring term 2018 by the Design Technology Subject Leader and the staff of St James' RC Primary School. It was approved by the Governing Body in spring 2018 and should be used in conjunction with the Self Evaluation Policy and the Assessment for Learning Policy.

Aim

Design Technology at St James is about applying knowledge and skills to solve a practical problem. It is a purposeful activity in response to real needs and opportunities from recognisable situations. Pupils apply their knowledge and skills, to the best of their ability, to succeed in designing and making a good product using a range of materials and tools.

Teaching and Learning

At St James we believe that the characteristics of high quality teaching and learning of Design Technology are:

- Setting suitable learning challenges.
- Responding to pupils' diverse learning needs.
- Overcoming potential barriers to learning for individuals and groups of children.

Each unit of work will always include three types of activity as specified by the National Curriculum:

- Investigating, disassembling and evaluating activities.
- Focused practical tasks.
- Designing and making assignments.

Learning outcomes

Children will design and make a range of products. A good quality finish will be expected in all design and make activities appropriate to the age and ability of the child. All children will record their designing and making using design process diaries. A process diary for each child is available for each unit of work.

Delivery

The National Curriculum Design Technology Programme of Study sets out what should be taught in all aspects of DT for each key stage, and the standards expected of pupils as the progress. The school has set its own programme of study to support in the teaching and learning of Design Technology, adapting the context of the topics to suit the children's needs and interests.

Planning

At St James we have decided to teach two units of work in each year group, leaving the third term free for developing key skills and making cross curricular links. Staff should refer to the Long term Plan at the end of this document to see which units should be taught. There is flexibility for staff to choose in which term they undertake a unit of work. Alternative contexts for each unit may be used as long as teaching objectives remain the same.

Differentiation

The schemes of work indicate expectations for children undertaking any given unit of work. In general, differentiation is by outcome. Additional pages may be added to process diaries, or pages may be altered in order to support or extend individual progress. All children will be encouraged and supported in developing their design technology capabilities. We recognise the importance of identifying the specific difficulties that individual children may have and adopting appropriate teaching or organisational strategies accordingly.

Early Years Foundation Stage

Design technology at St James supports the specific areas of learning of:

- Communication and language
- Physical development
- Personal, social and emotional development
- Literacy
- Mathematics
- Understanding the world (ELG 15 – technology)
- Expressive art and design (ELG 16 – exploring and using media and materials, ELG 17 – being imaginative)

Assessment

Staff should refer to the Assessment for Learning Policy.

Staff carry out teacher assessment of each unit and complete Classroom monitor. The subject leader will carry out a work scrutiny of the completed process diaries for the whole class and take a sample for a portfolio of evidence. Pupils are also interviewed about their learning by the subject leader.

Time

Each Design Technology unit has a time scale of between eight and eleven hours. We have decided to block units of work so that a unit is completed either every afternoon for two weeks, or over the course of three or four days in succession. This facilitates immersing the children in the topic and allows more convenient use of resources.

Resources

Consumable materials are organised in unit boxes and located in the classrooms. Stock is replenished by class teachers at the end of each unit using money from their class budget.

Tools are kept in the tool trolley, which is also located in the house, and can be moved to the required classroom when necessary.

Cooking equipment is located in the cooking room along with relevant safety equipment (fire blanket) for this reason the small oven cannot be moved to another room.

Each class has a range of construction equipment (K'Nex, Lego etc) to supplement the teaching and learning of Design Technology.

Health and Safety

Teachers will always teach the safe use of tools and equipment and insist on good practise. Detailed health and safety guidance is available in the NAAIDT publication 'Make it safe' available from the subject leader. Each process diary must contain a safety page for the children to record knowledge and understanding of how to use the appropriate tools safely.

Monitoring and Evaluation

This policy will be updated in line with any new developments in the school and/or any new government guidance.

It was last reviewed in: January 2018

It will next be reviewed in: January 2021

This statement of policy was approved by the Governing Body at their meeting on:-

Date: _____

Signed:

_____ (Chairperson)

_____ (Head teacher)

St James Design Technology Long term plan

Year group	Cooking	Project 1	Project 2
Reception	Vegetable soup Fruit salad Gingerbread Gold digger buns Fruit smoothies	Use variety of materials and techniques to make products relating to topic work and of own interest. CHn encouraged to draw ideas prior to making.	
Year 1	Fruity fromage frais cake Star biscuits Tomato spirals Strawberry tarts Pea and mint soup	Pizza - use healthy ingredients to design and make a pizza for the school dinner	Moving Pictures - use paper and card to design and make a picture with moveable features. (mechanisms)
Year 2	Bruschetta Cherry short bread Tea loaf Pepper houmous Black berry bites	Puppets - use textiles and sewing to design and make the puppet of a character in a traditional tale.	Vehicles - Use recycled boxes to design and make a vehicle to safely transport an egg. (Link up with year 5 to insert motors)
Year 3	Savoury bites (feta & chive) Filo and spinach tarts Boreks	Pneumatic toys - use recycled boxes and materials to design and make a moving toy incorporating a pneumatic system.	Picture frames - use card, foam and other materials to design and make a standing picture frame.
Year 4	Carrot cup cakes Tomato and basil tart Cheese and cress muffins	Device holder - use textiles ad sewing to design and make a holder for a personal device	Alarms - use simple electrical circuit to design and make an alarm system.
Year 5	Vegetable spring rolls Chunky banana bread Savoury muffins (cheese and courgette)	Building bridges - use the knowledge of science (forces) and structures to make a bridge which can hold a certain weight.	Mechanical toys - use wood, card and other materials to design and make a moving toy.
Year 6	Cheese and pesto straws Tomato and couscous salad Coleslaw	Fair ground rides - combine elements from previous projects to design and make a model of a moving fairground ride.	Business enterprise - design, make, sell a product for the purpose of raising money for charity.