Mark 12:30 **'Love the Lord your God with all your heart, all your soul, all your mind, and all your strength.'**

Holy Trinity
CE Primary School

Design Technology Policy

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Part of

The Sycamore Church of England Trust

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CURRICULUM INTENT STATEMENT

Holy Trinity is a vibrant and inclusive community, enriched by children from many different cultures and backgrounds. Each child arrives with their own experiences, and our curriculum is carefully designed to build on these, giving them the knowledge and understanding they need to thrive in the wider world.

Through their learning, children will:

- Develop the language and vocabulary to express themselves clearly and talk confidently about their learning.
- Discover people, cultures, and experiences from across history, science, and the arts.
- Explore extraordinary places, both near and far, broadening their horizons and curiosity about the world.
- Secure the essential skills of reading, writing, and mathematics, laying strong foundations for life beyond our school.

We will:

- Make use of children's own experiences to anchor their learning in the familiar but also widen their experience.
- Give them a sense of place in Bury, in the UK and in the world.
- Weave our school ethos and Christian Values through the curriculum.
- Develop resilience in all children through the opportunities we provide for them.
- Develop children's ability and confidence to be active citizens, able to make a difference in the world.

Children will leave Holy Trinity as confident, competent learners who have the skills, knowledge, and language to contribute meaningfully to their community and to continue their learning successfully in high school and beyond.

This policy outlines the organisation, management and teaching of RE at Holy Trinity Primary School.

It is by faith we understand that the whole world was made by God's command so what we see was made by something that cannot be seen. Hebrews 11:3

INTENT

At Holy Trinity we believe that Design and Technology should inspire children to be able to use their creative imagination to support them in developing their skills. They have the opportunity to make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. Children are required to a broaden their 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 are required to develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education make an essential contribution to the creativity, culture, wealth and well-being of the nation.

Vision

We are committed to providing all children with learning opportunities to engage in Design and Technology. We aim to fulfil the requirements of the National Curriculum for Design and Technology by giving pupils the skills, concepts and knowledge necessary for them to become confident and competent. They also have the opportunity to develop and practise their Design and Technology skills.

Aims

Our Design and Technology curriculum aims to help all children to develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.
As a result of this they will:

- develop knowledge and understanding of: materials and components; mechanisms and control systems; structures; existing products, and health and safety.
- develop the skills of designing, planning, making, adapting and evaluating products for a particular purpose.
- look for needs, wants and opportunities and respond to them by developing a range of ideas and making products and systems.
- develop an understanding of technological processes, products and their manufacture, and their contribution to our society.
- nurture creativity, design and innovation and become creative and autonomous problem solvers, as individuals and as part of a team.
- develop ICT skills to allow children to program and control products, to nurture their understanding of mechanical and electrical systems.
- develop an ability to criticise constructively and evaluate their own products and those of others.

- develop an understanding of the ways people in the past and present have used design to meet their needs. To reflect on and evaluate such techniques, uses and effects.

IMPLEMENTATION

Teaching and Learning

Inclusive Quality First Teaching, the effective inclusion of all children in high-quality everyday personalised teaching, is offered to all pupils. At Holy Trinity, we are currently implementing the Five-a-Day Principle developed by the Education Endowment Foundation in delivering Quality First Teaching.

At Holy Trinity we implement a curriculum that is progressive throughout the whole school. Starting with the Early Years Foundation Stage who lay the foundations for learning using the 'Statutory Framework for EYFS' supported with guidance from 'Development Matters'. This provided all children in Nursery and Reception the opportunity to explore different aspects of 'Expressive arts and design, creating with materials; being imaginative and expressive'. This is followed by Key Stage 1 were pupils learn through a variety of creative and practical activities. Pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. Key Stage 1 students will work in a variety of contexts, including the home and school, gardens and playgrounds, the local community, industry, and the wider environment. Pupils will be taught to make, design, and evaluate when designing and making. Building on this, students in Key Stage 2 continue to develop make, design, and evaluate but also further develop their technical knowledge to further enhance their understanding.

At Holy Trinity, the topics taught in each class show clear progression through the year groups and help to support pupil's development in using vocabulary and critical thinking. This becomes more complex as the children move through the school. At the start of each topic, children are given an opportunity to explain or revisit their previous learning. At the end of each topic, children are given the chance to revisit their learning. The need to revisit and recap Design Technology learning at the start of each lesson is essential to our aim of encouraging children to embed their learning and understand the sequence of lessons as the previous lessons learning will have an impact on the present and subsequently, their future learning. In addition, as vocabulary is a key focus for our school, staff identify, use and explain key vocabulary each lesson and all encourage their children to use this new vocabulary accurately throughout their lessons and in their work.

Early Years Foundation Stage

This is where the foundations are laid using the guidance from the 'Development Matters', which aims for all children in Nursery and Reception to:

Design through manipulating and using a variety of materials to construct with a purpose in mind and achieve a planned effect.

Make Use construction materials, tools and techniques to assemble and join materials.
Evaluate by adapting their work where appropriate.
Technical Knowledge Knowing how things work and why things happen showing the skill to achieve different effects with real objects and toys.

Key stage one
During key stage one, children will:
Design purposeful, functional, appealing products for themselves and other users
Make: Begin to use tools and templates to measure, mark out and shape materials. Assemble, join and combine materials then use finishing techniques.
Evaluate a range of existing products. Evaluate their finished products against their original design criteria.
Technical Knowledge Build structures and explore how they can be made stronger and more stable. Explore and use mechanisms in their products e.g. levers, sliders, wheels and axles.
Cooking and Nutrition Understand where their food comes from and use the basic principles of a healthy and varied diet to prepare dishes.

Key stage two
In key stage 2 children will:
Design: Develop their own design criteria in order to design functional and appealing products that are fit for purpose. These products should be aimed at particular groups and individuals. Use sketches, discussion and diagrams etc. to communicate their ideas.
Make: Select from a wide range of tools and equipment to perform practical tasks. Use a wide range of materials and components according to their functional and aesthetic qualities. Follow safety procedures.
Evaluate: A wide range of existing products. Evaluate their own ideas and products against their own design criteria and consider the views of others when improving their work. Consider how key events and individuals have helped to shape the world in Design and Technology.
Technical Knowledge: Apply their knowledge to improve more complex structures by strengthening and reinforcing them. Understand and use mechanical and electrical systems in their products. Use the correct technical vocabulary for the projects they are undertaking.
Cookery and Nutrition: Understand the importance of seasonality and the reasons why they need a healthy and varied diet. Understand how food is processed. Use a variety of techniques such as peeling, slicing, baking, grating and blending.

DT and Inclusion
All children, regardless of race, gender, physical and intellectual ability will be given access and opportunity to use Design and Technology tools and equipment to develop their skills. Design and Technology allows children to work together and gives them the chance to discuss their ideas and feelings about their own work and that of others. Children therefore learn to respect and work with each other and develop an understanding of different times and cultures through their work on designers and crafts people.

SEND
The Design and Technology Curriculum is designed to be inclusive and accessible for all children, ensuring children with additional needs have every opportunity to succeed

regardless of their barriers to learning. The development of the curriculum considers how these can be addressed through the planning and delivery of lessons that build on skills and knowledge from previous years.

Learning environment and display

At Holy Trinity, display is an important part of a rich and stimulating learning environment. A design and technology display should reflect upon the process and not just be about the finished piece. This could include a variety of pieces of work that have been completed throughout the topic area. Labelled tools that have supported the learning could also be displayed. This makes the process explicit and acts as a prompt for the children to talk about. The vocabulary used within the topic area should be on display and referred to often.

Resources

We are continually reviewing resources in our school to be able to teach all the Design and Technology units in our whole school curriculum. Resources and tools are held centrally in the Design and Technology cupboard in the staffroom.

Health & Safety

Because children may be using tools and materials that could possibly present a hazard if used incorrectly, they will be taught to use the correct methods and will be encouraged to recognise the risks involved.

Teachers will promote these in order to ensure the health and safety of their pupils. Children will also be taught the necessity of looking after equipment, by using it correctly and keeping it clean and tidy.

IMPACT

Marking and Feedback

Teachers use their own skills in assessing whether children have problems or need challenging in Design and Technology e.g. reinforcing a particular technique or skill. Feedback can take many forms. Children can discuss their ideas and feelings about their own work and the work of others with their peers and the adults working with them. Through this they can identify their own successes as well as identifying areas for improvement.

Assessment for learning

Assessment is used to inform planning and next steps. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. We also record the achievement of children using our school assessment sheets. These identify the expectations for each unit of work and children who are working towards, working at or above expected standards. Each class has a DT floorbook which captures the journey of the learning. Children's progress and achievement in Design and Technology is reported to parents and carers at the end of each year as part of the annual school report.

Monitoring and review

The Design and Technology subject leader is responsible for the standard of the children's work and the quality of DT. The DT lead will monitor progress and attainment in DT across the school, including strengths and weaknesses for further development. The role of the subject leader also involves supporting staff in the teaching of DT, being informed about current developments in the subject, and providing a strategic lead and direction for RE in the school. This will be communicated with relevant stakeholders, including children.

In each year group children's work is celebrated in a Floor Book and an individual DT booklet. This is passed on to the next year group. This also supports teachers in developing their knowledge of the curriculum in previous year groups.