



St Paul's Catholic Primary School

Policy for Design & Technology

(September 2022 – 2025)

At St Paul's, we aim for excellent teaching and promote high expectations and a nurturing ethos, so that all our children are happy, independent and resilient, and have the skills, knowledge and self-belief to become confident, creative citizens who can make a difference to the world and keep themselves safe. We educate and celebrate the whole child as an individual, preparing them spiritually, morally, physically, socially, intellectually and emotionally for their future lives. We want to support everyone on their faith journey, allowing them to deepen their personal relationship with Jesus and to recognise the love of God in their lives.

Teaching and Learning at St Paul's

We want all children to make good progress through knowing more and remembering more. In all subjects, we ensure that pre-knowledge and skills are revised and links are made with current learning. Children are given the opportunity to overlearn key concepts through repetition, modelling and scaffolding of learning. Learning is progressive and sequential. Reading, vocabulary and oracy are emphasised in all subjects.

Vision Statement

Our vision is to inspire children to love learning, which enables EVERY child to do their very best and to build a deep friendship with Christ. The children understand this to mean, 'United through Jesus, in faith, love and learning.'

Intent of the Art Curriculum

As with all other subjects at St Paul's, we want pupils to develop the characteristics of learners outlined in DESIRE. We want our pupils to enjoy D&T, to develop resilience and to be determined to solve the problems they approach. We believe all pupils can be successful technicians and we strive to ensure that girls and boys all attain the highest standards possible.

Design and Technology embodies some of the highest forms of human creativity. It is our aim to deliver a programme of work that will engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works. As pupils progress through the school, they should be able to think critically, problem-solve and develop a more rigorous understanding of the design process and the technological knowledge skills that support this. They should also know how design and technology both reflect and shape our history, and contribute to different cultures around the world.

Catholic Social Teaching

Instilling an appreciation for design and the creation of world itself will open the door to some of the greatest expressions of human creativity. D&T allows possibilities for the human spirit to flourish through thoughtful contemplation, an appreciation of the skills of others, a sense of awe about the world around us and a desire to help protect and share the beauty we see in all of God's creation. In the teaching of D&T, emphasis will be made on 'Laudato Si' and our responsibility as stewards of our world. Discussions on sustainability will be frequent in selecting materials for many D&T projects and the preservation of God's creation.

SEND

Being largely practical, D&T is an accessible subject for most pupils, including those with additional needs. Children are often given the option to work in pairs or groups and projects usually involve hands-on activities where there is an opportunity to develop skills in thinking and creativity alongside communication. Very often, D&T projects are particularly appealing to those with SEN allowing them to both think and work 'outside the box'. Where necessary, resources can be adapted and children work within their own capabilities.

Oracy

Oracy falls naturally into D&T as it intrinsically involves communicating and presenting ideas to others. Pupils will apply and enhance their developing oracy skills in most D&T projects which require cooperation and discussion throughout from the point of initial investigation to design, then making, presentation and evaluation of a product.

EQUAL OPPORTUNITIES

All pupils receive teaching in Design & Technology with a view to meeting all children's needs regardless of gender, ability, ethnicity, language and special educational needs. Staff recognise that each child has their own range of skills and understanding. Adjustments are made, and extra support put in place as necessary, to help us to fulfil our ambition for all children to succeed.

Implementation

We believe design and technology is about understanding the *process* of designing and making products for a specific user and purpose. It involves children in learning about the world we live in and developing a wide range of knowledge and skills through designing and making. We believe Design and Technology offers opportunities for children to:

- develop their capability to create high quality products through combining their **designing** and **making** skills with knowledge and understanding;
- develop the ability to evaluate and reflect on their work
- develop technical knowledge and/or use of tools within a given project
- develop a sense of enjoyment and pride in their ability to make;
- nurture creativity and innovation through designing and making;
- develop an interest and understanding of the ways in which people from the past and present have used design to meet their needs.



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Reasoning and trouble-shooting are an integral part of D&T lessons at St Paul's, enabling children to use, develop competence in, and deepen understanding of, the prerequisite concepts and skills that are necessary to succeed in the projects set.

New content is introduced in manageable steps, project by project, carefully building on previous steps to enable progress. Appropriate sequencing is key to successful learning in D&T. Children will experience the process of producing something to meet certain requirements on a practical basis.

Formative assessment takes place every lesson and planning is flexible so that gaps can be addressed promptly to enable children to keep up with their peers wherever possible or be moved on to extend skills or applications if learning is quicker than expected. Teachers use questioning within lessons to identify and help children needing extra support within that lesson wherever possible. The end result is also assessed by the pupil and by peers.

Key learning can take place as part of the final evaluation of a project for the individual, in groups and as a whole class. We know teachers must have sufficient D&T teaching content knowledge to deliver topics effectively. We are confident that this is strong throughout the school. We strive to maintain an open and cohesive working environment as staff at St Paul's so that teachers and teaching assistants are confident in asking their team leaders or the D&T subject leader for advice when it is required. Team planning and team meetings also provide opportunities for support to be provided if and when it's required.

Assessment

Evidence will be gathered from completed and displayed projects (KS1) and project books (KS2) to show progression of confidence, skill and mastery. New skills/ techniques will be introduced in small steps, building on previously learnt methods. Children are actively encouraged to verbally assess and critique their own work each project lesson and explore alternatives/ improvements/ changes that could be made to move their learning and competence to the next level. End results are evaluated by the pupils and their peers to build on and develop oracy skills.

Impact

The impact will be that all children will develop skills in D&T through memorable projects and lessons that enable them to understand and remember knowledge, concepts, skills and methods. The subject of D&T helps children to think through problems creatively, about how to organise themselves and how to use

knowledge and skills to bring about change and to shape the environment. Through design and technology children become confident, discriminating and informed users of products and innovators of the future. Children will show competences in improving their resilience and perseverance by continually evaluating and improving their work. All children in school will be able to display and speak confidently about their projects to others. All elements of DESIRE will be reinforced.