

# St. Matthew's Catholic Primary School Policies



**St Matthew's RC Primary School**

**'Let Their Light Shine'**

## **Our Policy:** Design Technology

**Approval Date:** September 2023  
**Review Date:** September 2024

## Design Technology

### INTRODUCTION

Design Technology (DT) is a subject within the National Curriculum. This policy is a statement of the aims, principles and strategies for the teaching and learning of DT at St. Matthew's Catholic Primary School, Jarrow.

The policy was drawn up by the DT Lead in consultation with teaching staff.

It is the responsibility of the Headteacher and DT Lead to ensure the successful implementation of the policy.

### THE NATURE OF Design Technology

Design Technology helps pupils to develop as reflective learners, as they work through the design process.

Through DT, pupils are able to work collaboratively to solve problems and find solutions, teaching them to deal with uncertainty whilst developing communication, organisational and other practical life skills.

In DT, pupils learn to appreciate the needs of others, the built environment and the likely impact of future technology. It prepare pupils to be innovative, creative and critical.

### IMPLEMENTATION

The threshold concepts of Design Technology are taught sequentially over time to develop technical knowledge, skills and understanding in line with the National Curriculum. Our DT curriculum provides a rich framework in which pupils can access an inspiring, rigorous and practical subject, whilst being taught how to **make, design, evaluate** and develop **technical knowledge**. Our aims in teaching DT are that all children from EYFS to Y6 will be able 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
- Problem-solve, make ongoing changes and improvements during the design and make process.
- Develop their communication skills, when they are sharing ideas and explaining their thinking.
- Critique, evaluate and test their ideas and products and the work of others

### COOKING & NUTRITION

The threshold concepts across the Cooking & Nutrition curriculum are taught sequentially over time to develop technical knowledge, skills and understanding in line with the National Curriculum from EYFS to Y6 and beyond.

The curriculum aims to ensure that all children:

- 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 source ingredients, prepare and make quality dishes that are an essential contribution to health, culture and wellbeing of the nation.
- Critique, evaluate and test their ideas and products and the work of others

## **SPECIAL EDUCATIONAL NEEDS AND INCLUSION**

Pupils with Special Needs are able to develop confidence and express their feelings in DT since it is a subject in which success is not dependent upon academic ability. These pupils include:

- Pupils with learning difficulties who may find opportunities to excel.
- Gifted and Talented pupils with particular ability and flair for DT who are extended through the use of more advanced techniques and materials.

## **HEALTH AND SAFETY**

Children will not be exposed to substances which are toxic. Children will be taught to respect, control and use tools safely and with regard to the safety of others. The general teaching requirement for health and safety applies to this subject.

## **EQUAL OPPORTUNITIES**

It is the responsibility of the teacher to ensure that irrespective of race, gender or disability, all children receive their entitlement to a high quality of DT experiences.

Parental Involvement: Parents can help their children with DT by encouraging them to develop their practical skills at home, using a range of media. By researching with their children on the internet, in a safe manner.

## **ASSESSMENT AND RECORDING**

Monitoring and Assessment is the responsibility of the DT lead to:

- monitor the DT curriculum through updating the school's policy, close communication with other teachers and staff, observation of children's work and photographs of completed projects and display work;
- provide INSET where appropriate. Where possible time will be made available to allow the co-ordinator opportunities to visit other classes, enabling monitoring and support to take place more effectively;
- when assessing children's work, teachers should take into account ongoing work in DT books as well as quality/standard of completed projects throughout the year;
- at the end of each term, teachers to record children's working at a typical, above or below expectation within their year group. These recordings are collated to provide an overall assessment of each child for the purpose of end of year reports to parents.

## **ROLE OF SUBJECT LEAD**

The role of the DT Lead is to:

- Support all staff in the planning and delivery of DT.
- Keep up-to-date with developments in DT education and disseminate information to colleagues as appropriate.
- To monitor the planning and teaching of the DT through the 5 lens approach to ensure continuity and progression throughout the Key Stages.
- To collate assessment data of children working at, above or below expectation for DT within their year group.

## **REVIEW**

This policy will be reviewed by the Headteacher and all staff on an annual basis. Amendments will be presented to the Governing Body.

<b>Date of Policy:</b>	<b>Autumn 2023</b>
<b>Date agreed by Governors:</b>	<b>Autumn 2023</b>
<b>Next Review Date:</b>	<b>Autumn 2025</b>