



St. James' Church of England Primary School

**'Building One Faith, One
Family,
Our Future'**

Design and Technology Policy

Adapted by J. Mason – Autumn 2019
Reviewed by H. Smith – Autumn 2022 and Autumn 2025

Review Date – Autumn 2026 (Standards Committee)

Foundation, Vision and Intent

St James' Lower Darwen

Church of England Primary School



"Building One Faith, One Family, Our Future."

"We offer a holistic curriculum that champions our community and is aspirational."

PERSONAL DEVELOPMENT

through

ENRICHMENT

THE NATIONAL CURRICULUM

SKATS

FORGIVENESS

COMPASSION

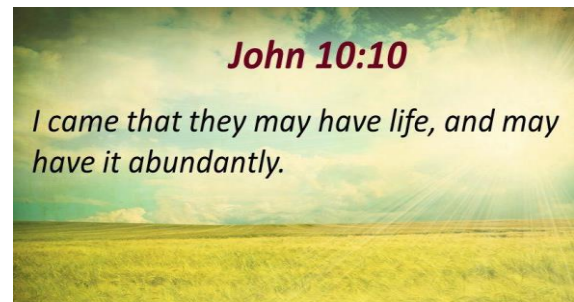
LOVE

TRUTH

JUSTICE

Jeremiah 29:11

John 10:10



We want our children to know that **God has a plan for them** that means **they live their best life possible**.

Each **policy** and procedure within school, alongside the ongoing **curriculum** delivery, our **SKATS** programme, **enrichment** and the **spiritual development** offered to our families through Worship, RE and our links with Church, work towards making this happen.

1. Introduction

This policy reflects the school's values and philosophy in relation to the teaching and learning of design and technology. It sets out a framework within which both teaching and support staff can operate and seeks to give guidance on planning, teaching and assessment.

Design and technology is a foundation subject within the National Curriculum. It consists of problem-solving processes which involve the whole child i.e. physical, intellectual and emotional. These processes involve other studies in the curriculum and provide a context for a variety of learning and thinking to take place. They encourage the development of a range of skills such as planning, designing, constructing, testing and making decisions. Group based activities enable children to develop their social skills such as communication, co-operation, making compromises and providing constructive feedback and evaluation.

Designing and making should be a practical activity which encourages imaginative thought and promotes enquiry. It should apply scientific, mathematical, aesthetic and economic principles and develop skills to produce quality solutions.

The end products produced should be tangible, have a clear purpose and function and involve the use of appropriate materials selected for a particular purpose.

2. School Aims

1. To develop the children's ability to identify and solve a problem.
2. To give children a sound knowledge of a variety of materials, tools and techniques in order for them to make appropriate choices when designing and making.
3. To encourage children to persevere in the organising, planning and making of their products, evaluating them at each stage and testing them fairly against objective criteria.
4. To encourage children to make judgements about the aesthetic and technological quality of their work and that of others.
5. To develop a sense of pride and self-fulfilment.
6. To put to use elements of children's previous learning and experience, incorporating skills learnt in other areas of the curriculum.
7. To help children to develop the social skills required to work as a member of a team, as well as the ability to work independently when the situation demands this.
8. To ensure that all children are treated equally, irrespective of gender, ability, ethnicity and social circumstance and have the equal opportunity to achieve their maximum potential.
9. To help children see Design and Technology as an exciting, creative and rewarding experience.

3. National Curriculum – Aims

All pupils will:

- 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;
- critique, evaluate and test their ideas and products and the work of others;
- understand and apply the principles of nutrition and learn how to cook.

4. Curriculum Content

Our design and technology curriculum is delivered through Kapow Primary. In EYFS, pupils access the design and technology curriculum through continuous provision. In KS1 and KS2, design and technology is taught through discrete lessons and enhanced through enrichment opportunities e.g. class assembly performances and whole school events.

The Kapow scheme covers six key areas of design and technology at an age appropriate level as the children progress through school. These are: cooking and nutrition, mechanisms/mechanical systems, structures, textiles, electrical systems and digital world. There is a clear progression of knowledge and skills throughout the year groups and this document is saved on the school website.

Promoting SKATS through Design and Technology

Design and technology provides the opportunities for pupils to develop many of our SKATs with particular focus on:

- improving;
- aiming high;
- having confidence;
- being a team player;
- being an active listener;
- having a go;
- planning and creating
- being aware of strengths and what I find difficult.

5. Planning

As a school we have adopted the Kapow condensed scheme of work.

Each year group teaches 3 units of design and technology which incorporate a variety of skills linked to designing, making, evaluating, technical knowledge and cooking and nutrition. The skills progress clearly and significantly as children move through school and a breakdown of this can be found in the progression of skills and knowledge document.

6. Assessment and Record Keeping

Teachers assess children's work in design and technology through formative assessment as they observe them during lessons. Children's attainment in design and technology is recorded on Sonar.

An effort and attainment grade is given in the annual report to parents.

7. Resources

Resources are ordered in advance for all design and technology teaching units in the school to ensure children have the equipment they need to complete each unit. The school also uses the online resources which are on the Kapow website to support with the delivery of lessons.

8. The Role of the Subject Leader

The design and technology subject leader is responsible for the implementation and oversight of design and technology. Their role also involves the monitoring and evaluation of standards, as well as supporting colleagues in delivering the curriculum effectively through resourcing and practical help.

9. Equal Opportunities

All children have equal access to the curriculum regardless of their special needs, gender, race or background. Pupil performance is analysed throughout the school to monitor and subsequently address any disparity between groups.

10. Governing Body

Governors are invited to attend relevant school INSET and visit the school each academic year to talk with the subject coordinator. When possible, the design and technology governor observes the teaching of design and technology and, in conjunction with the coordinator, reports back to the curriculum committee.

Evaluation

This policy will be reviewed in three years. The review will consider:

- pupil achievement;
- coverage of National Curriculum Programmes of Study;
- staff development and feedback;
- classroom observation;
- external inspection/advice.