

Holy Trinity C. of E. Primary School
Design and Technology Vision, Guidelines and Policy

The vision of Design and Technology at Holy Trinity is one that values:

- Knowledge and understanding in designing, making and evaluating;
- Investigative skills to respond to a need in a real life context;
- Confidence, independence, perseverance and resilience;
- Pupils gaining experiential learning ;
- Pupils gaining new skills across the Design and Technology curriculum.

At Holy Trinity we aim:

- To introduce the children progressively to a widening range of experiences, materials, construction mechanisms, foods, tools, skills and contexts for activities in order to develop their technological capabilities
- To provide meaningful opportunities in real life contexts
- To secure the design process, with every project including elements of designing, making and evaluating
- Across the school pupils will be taught to develop their design and technology capability through combining their designing and making skills with knowledge and understanding in order to design, make and evaluate products.

Role of Subject Leader

- To ensure that all members of staff understand the vision of Design and Technology at Holy Trinity and to lead, challenge and support all in achieving the vision;
- Ensuring policy, guidelines and resources are organised, up to date and reviewed;
- Informing, supporting and providing CPD development opportunities;
- Maintaining clarity of expectations in relation to planning and assessment and teaching and learning;
- Identifying and addressing strengths and areas for development;
- To monitor and evaluate standards across the school in Design and Technology.

Achieving the Vision

Teaching and Learning

The school uses a variety of teaching and learning styles in design and technology lessons. Our principle aim is to develop the children's skills when using the design process of designing, making and evaluating. Across the school, a great emphasis is placed on this process so that the children gain an awareness of what is important when making or developing a product. We do this best through a mixture of whole class teaching and individual /group activities. Teachers draw attention to good examples of children work, in order to model to other children. They encourage children to evaluate their own work and that of their peers, encouraging them to focus on positives and areas of improvement.

Teaching and learning in design and technology will:

- Draws upon knowledge and skills from a variety of other curriculum areas;
- Be taught within the context of other curriculum areas within our 'Challenge Curriculum' with due regard for the need to teach appropriate specific skills.

Planning

Design and technology is a foundation subject in the new National Curriculum 2014. At Holy Trinity C of E Primary School, we devise our own objects based on the requirements of the new curriculum. Design and Technology is taught through the schools Challenge Curriculum, Staff follow a rolling two year programme of coverage including using materials, food awareness/healthy diet, mechanisms, structures and the root of the subject, designing, making and evaluating. A 'Design, Make, Evaluate' book provides the basis for assessment from Y1 to Y6, This book is a continuous tool, that is to be used year on year. This shows children's progress in the design, making and evaluation skills, which are core within the subject.

We carry out curriculum planning in design and technology in three phases: long term, medium term and short term. Medium term plans define what we will teach and ensure an appropriate balance and distribution of work across each term in relation to year group Challenge Curriculum questions. Design and Technology is planned using a skills focus, which has been planned into each term for each year group. Although the context of the activity may change, the planned skills must be covered throughout that specific year group;

We plan the activities in design and technology so that they build upon the prior learning of the children. While we give children of all abilities opportunities to develop their skills, knowledge and understanding, we also build planned progression into the scheme of work, so there is an increasing challenge for the children as they move up through school.

Assessment

Staff assess children's work in design and technology whilst observing them working during lessons. Teachers record the progress made by children against the learning objective for their lessons. Progress is tracked against year group objectives. Specific design, make and evaluation skills are tracked through the children's 'Design, Make, Evaluate' book. At the end of each academic year, children will be judged to be working towards, working at age related expectations or exceeding. A comment is made against national expectations and is reported to parents annually. This information provides the basis for the next year of teaching for the pupils next teacher. The subject leader keeps evidence in a standards portfolio. This demonstrates the expected level of achievement in design and technology in each year of school.

Resources

The school uses a wide range of resources to support teaching of design and technology. Classes are resourced with a developing range of appropriate materials but more specialist equipment is available from the central resource area. Staff share the responsibility of ensuring that resources are well kept and replenished. Individual class teachers are responsible for requesting specific resources for individual topics before the start of each term.

Health and Safety

Emphasis is given at all times to the deployment of safe and appropriate working procedures. The storage and handling of materials, tools and equipment will comply with good practice and reflect the guidelines issued by the LEA.

Monitoring and Review

The monitoring of standards in design and technology is the responsibility of the subject leader and the SLT. The work of the subject leader also involves supporting colleagues in the teaching of design and technology, being informed about current developments in the subject, and providing a subject lead and direction for the subject in the school. The subject leader provides the Governors with summary reports to communicate developments, impacts and next steps.