

St. Peter's Catholic Primary School

part of the wider Christus Trust, Multi Academy Trust



Mission Statement

Loving and learning together, with Jesus

DT Policy

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St Peter's Intent

At St Peter's we offer a rich and broad curriculum that develops the children's knowledge and skills, inspiring them through a journey of creativity, discovery and curiosity where everyone is equally respected and valued, equipping the children as independent, resilient, life-long learners.

Purpose

Our Curriculum Intent for DT

In DT we develop the children's Knowledge and Skills in line with the school's vision for Knowledge and Skills based curriculum. We inspire Creativity by providing a curriculum that has a real life context for learning encouraging our learners to aspire to be more, through creating opportunities that link with the wider world. We encourage Discovery by designing opportunities to encourage learners to reflect upon and evaluate past and present design technology, its uses and its effectiveness so that they are inspired to become innovators and risk-takers. We foster a Curiosity of learning through the study of the work of engineers, designers, chefs and architects. We develop Independence by encouraging learners to 'have a go' and draw on links with prior learning. We instil Resilience by providing challenging experiences and encouraging learners to solve problems both as individuals and as members of a team. As a result the children Respect and Value DT and are Lifelong learners.

Teaching and Learning

Implementation

Long term and medium term plans are stored in the Staff Drive on the School Network, as well as a Progression of Skills document. Teaching staff are required to provide a medium term plan for each of their units of work. There are three units of work to be covered by each year group. This is set out in our overall plan for Art and DT. Plans should include the elements of DT and show clear reference to the themes of Designing, Making and Evaluating, as well as referring to Purpose, User and Functionality. Each unit of work should include the opportunity to explore, teach and develop and apply skills, for example, exploring sliders and levers in order to construct a moving storybook. They should also include some research based opportunities and include learning about the work of one significant craftsperson or engineer. The three units for each year group can be taught in any order to give teachers flexibility when trying to make links with other subjects.

EYFS – Foundation Stage (Reception)

DT opportunities are planned and provided through the Early Learning Goals, Physical Development; Fine Motor Skills, Expressive Art and Design with the intention of most children meeting the Early Learning Goal by the end of Reception.

Key Stage 1

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. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].

When designing and making, pupils should be taught to:

Design

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria

Technical knowledge

- build structures, exploring how they can be made stronger, stiffer and more stable
- explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

Cooking and nutrition

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

Pupils should be taught to:

- use the basic principles of a healthy and varied diet to prepare dishes
- understand where food comes from.

National Curriculum 2016

Key Stage 2

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. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].

When designing and making, pupils should be taught to:

Design

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups

- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world

Technical knowledge

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- apply their understanding of computing to program, monitor and control their products.

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Pupils should be taught to:

- understand and apply the principles of a healthy and varied diet
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

Inclusion

All members of staff at St Peter's Catholic Primary School set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging learning for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Roles and Responsibilities

The DT leader will monitor and advise staff of changes in policy and curriculum.

The DT leader will also provide and organise relevant CPD for staff.

The DT leader will ensure that there is a stock of consumable resources for use and stored in an organised and tidy fashion in the Art Cupboard.

The DT leader will monitor progression throughout the Key Stages.

The classroom teachers will ensure that DT is delivered in line with our Long Term Curriculum Plans.

The classroom teachers should ensure that objectives are met through the teaching of single subject and cross curriculum teaching.

The classroom teacher will provide activities in line with the Progression of Skills document.

The classroom teacher will ensure that children's work is displayed and celebrated in communal areas/classrooms and the hall.

LSAs will work in conjunction with the classroom teacher to ensure that all children make progress and are accessing the DT Curriculum.

Resources and Health and Safety

The school has an increasing stock of materials and resources to support the teaching of DT across the school. A range of tools, including saws, craft knives and glue guns are kept in labelled drawers in the DT units outside Year 3 classrooms. Cutting mats and craft knives are stored in the Art Cupboard for safety purposes.

The school endorses the idea of sustainability and actively encourages the use of reclaimed and recycled materials in any Design and Make Assignment. All staff must collect the materials they need for their making assignments, well in advance of their projects. There is a logging system in place for

resources borrowing and staff are expected to log resources in and out when they are required. This should not be done by pupils. All staff are expected to ensure that resources are returned in a tidy and ordered manner and immediately after use. If items need replacing or reordering, staff should ensure that they alert the subject co-ordinator as soon as possible. Waste scraps and left-over miscellaneous objects should not be placed in the DT storage units.

The school has a microwave, two table top hobs and full size oven in a dedicated kitchen area. These resources are kept in the kitchen with a range of other cooking utensils. Other cooking equipment is stored in labelled units in the kitchen area.

Resources are purchased to meet and support the requirements of the National Curriculum. Each classroom has a basic stock of DT resources. There is a wide and substantial supply of DT materials stored in the units outside Year Three classrooms/Art Cupboard.

The Kiln Room has a stock of clay and a variety of tools to use on malleable materials. The Kiln room is locked and is only to be opened by adults, although it is desirable that pupils are shown the kiln as part of teaching and learning. However, the kiln is only to be operated by a trained adult. The Kiln will be serviced as per our maintenance contract.

It is the class teacher's responsibility to plan their units of work accordingly and inform the DT leader of any special equipment needed in good time.

When resources are depleted, please inform the DT leader. Similarly, any damage breakage or loss of resources should also be reported to the DT leader as soon as possible.

Fixative sprays and some varnishes are not to be used by children. Adults should use these in well ventilated areas and not in the presence of children. In the case of accident, adults should seek advice/treatment from a First Aider.

Where children are expected to participate in activities outside the school, it is our practice to undertake a risk assessment prior to the planned activity to ensure the event is safe and appropriate for all pupils and staff. In addition children should not be sent to collect or return heavy or sharp equipment from and to the DT resource area. Teachers should always teach and demonstrate the safe use of tools and equipment and insist on good practice.

Craft knives are only to be used by Yrs 5 and 6 pupils under the direct supervision of an adult 1:1. Rotary cutters should not be used at all. Upper KS2 pupils should always be made aware of potential risks and dangers associated with the use of electrical or sharp equipment and may use ovens/hobs, saws and glue guns again under direct supervision.

Staff should be familiar with and consult Health & Safety Publications/ CLEAAPS website before using particular equipment which involves some risk to the pupil. If necessary, risk assessments should be completed.

Food

Where food activities are planned teachers are responsible for bringing the items on the day required and to ensure safe and appropriate storage until the lesson. Teachers should check dietary needs of their pupils as well as those with allergies/intolerances and ensure that food tasting slips have been received **prior** to the lesson, which will identify children's allergies/intolerances. Food Safety and

hygienic preparation and cleaning of all surfaces should form part of the lesson, as should personal hygiene and the wearing of suitable aprons. These aprons should be stored separately from the art aprons and washed/sponge washed after use. Staff, where possible, should complete an online Food Safety Quiz before teaching their food unit.

Digital Cameras/ICT/Internet

In addition to iPADS, laptops and computers the school has four digital cameras for use with Photography projects. When transferring images or altering images using software, adult supervision/permission may be required. Refer to our ICT Code of Conduct Policy/Online Safety Policy.

Monitoring and Assessment

Impact

Assessment of children's progress in Design Technology is conducted in conjunction with St Peters Assessment Policy. Teachers use effective assessment for learning to ensure planning is based on prior attainment. Effective verbal feedback during DT lessons is used to move the pupil's learning on within lessons and the overall unit of work. Teachers share the learning intentions and success criteria of each lesson so that children can reflect on their performance.

All children in KS1 and KS2 complete a Design Booklet which charts learning in the unit. These booklets will provide class teachers and the DT leader with an on-going record of achievement. Entries/photographs collated in the Active Learning Book show the variety of provision. Photographs, annotations and pupil reflections help staff form judgements in attainment. These can also be found in the Active Learning Book.

Teaching staff also assess children's work in design technology by making assessments as they observe children during lessons. They may collect written and photographic evidence to help them assess the children's work against the learning objectives for the lesson and then enable them to make their judgements. These judgements are used to inform future planning and to form basis of the end of year school report.

In-house assessment encompasses differentiated expectations for children's achievements at the end of each unit.

1. The majority of pupils will attain a Secure judgement.
2. Some children will not have made so much progress will attain a Within or Beginning judgement.
3. Some children will have progressed further will attain a Secure +/Greater Depth judgement.
4. For those children who are recorded as being on the SEN register or those children achieving lower outcomes than the programmes of study and skills apportioned to their particular year group, judgements can be made against previous year's programmes of studies or current EYFS Development Matters. There is a Skills Progression in place to refer to.

In addition to this, Programmes of Study for each year group, alongside the Skills Progression are referred to when making overall judgements at the end of the year. This data is added to Target Tracker, termly. The DT Leader analyses the data and trends or any significant points of interest are shared with staff and actions are taken.

In addition, the DT leader retains samples of work and keeps a variety of photographic evidence of DT projects throughout the school. This is stored on the school's network and copies are in the DT leader's blue file/portfolio.

This policy links to the Assessment Policy.

Monitoring and Evaluation of the Policy

The LGC are responsible for monitoring the effectiveness of this policy by in-school monitoring such as learning walks. The policy is reviewed regularly, in consultation with the whole school community including staff, pupils, parents, carers and governors.