

St. Aidan' Catholic Primary School



Design and Technology Policy

Our Mission Statement

**'In the love and truth of Jesus we
grow'**

INTENT

At St Aidan's Primary School, we recognise the importance of DT, we want to allow children to aspire to be more through creating opportunities for them in the wider world. Through the DT curriculum, children should be inspired by engineers, designers, chefs and architects to enable them to create a range of structures, mechanisms, textiles, electrical systems and food products with a real-life purpose.

We endeavour to ensure that the DT curriculum we provide will give children the confidence and motivation to continue to further develop their skills into the next stage of their education and life experiences.

In conjunction with the aims of the National Curriculum, our DT teaching offers opportunities for children to:

- Develop an understanding of the processes and methods of design through different types of design enquiries that help them to answer questions about the world around them;

- Be equipped with the knowledge required to safely use a wide range of equipment, helping them develop life skills today and for the future.

- Develop the essential enquiry skills to deepen their knowledge and understanding of how everyday items we use are developed and made

 - Ask questions to further their understanding.

- Develop a respect for the materials and equipment they handle with regard to their own, and other children's safety.

- Use a range of methods to communicate their design information and present it in a systematic manner, including I.C.T., diagrams, graphs and charts.

 - Develop an enthusiasm and enjoyment of design learning and discovery.

 - Build resilience– to know our ideas and designs will not always work first time!

 - Have their success in design and technology celebrated.

- Instill in our children a love of learning and an understanding of the importance and impact of design and technology upon their journey of life

Substantive and Disciplinary Knowledge in DT

Substantive knowledge is the carefully sequenced, factual knowledge that we learn through our curriculum; our life-long learning and other information that we learn alongside this. Substantive knowledge cannot be learnt in isolation, but requires prior knowledge that enables us to make sense of what we have learnt. We learn this through the sequencing of our lessons. Prior knowledge must be revisited and misconceptions actively diagnosed.

Disciplinary knowledge is the way in which we learn. In DT we learn through researching, designing, making and evaluating products.

IMPLEMENTATION

Teachers create a positive attitude to design and technology within their classrooms and reinforce an expectation that all children are capable of achieving high standards. Our whole school approach to the teaching and learning of design and technology involves the following;

All teaching of DT should follow the research, design, make and evaluate cycle. Each stage should be rooted in technical knowledge and vocabulary.

The design process should be rooted in real life, relevant contexts to give meaning to learning.

While making, children should be given choice and a range of tools to choose freely from.

To evaluate, children should be able to evaluate their own products against a design criteria.

DT should be taught to a high standard, where each of the stages should be given equal weight.

There should be evidence of each of these stages in the DT wallets, which should also develop to show clear progression across the key stages as they are passed up through each year group.

Through our planning, we involve problem solving opportunities that allow children to find out for themselves. Children are encouraged to ask their own questions and be given opportunities to use their skills and research to discover the answers.

Planning involves teachers creating engaging lessons, often involving high-quality resources to aid understanding of conceptual knowledge. Teachers use precise questioning in class to test conceptual knowledge and skills, and assess children regularly to identify those children with gaps in learning, so that all children keep up.

We build upon the learning and skill development of the previous years. As the children's knowledge and understanding increases, and they become more proficient in selecting and using equipment.

IMPACT

The impact of our curriculum will be evident in the progress of our children and their ability to know more, remember more and do more. Teachers continually give feedback to children to further their understanding and provide challenge, and children act upon this feedback. Children's independence and confidence in applying skills is always encouraged within design and technology. This successful approach results in a fun, engaging, high-quality education, that provides children with the foundations for their future. Children learn the possibilities for careers within design and technology, as a result of our community links. Pupil voice is

Equal Opportunities

At St Aidan's School we believe that every individual within the school has the opportunity to achieve their full potential and has the same chance and equal access to all areas of the curriculum.

Disability Equality Impact Assessment

This policy has been written with reference to and in consideration of the school's Disability and Equality Policy. Assessment will include consideration of issues identified by the involvement of disabled children, staff and parents and any information the school holds on disabled children, staff and parents.

Subject Leader -