

**St Augustine of Canterbury
Roman Catholic Primary School**

Christus Heri, Hodie, Semper

Design and Technology Policy 2022

At St. Augustine's we recognise that education is about more than academics and that good education helps children to grow in faith and morality. Our vision is to provide children with a broad, balanced and ambitious curriculum, which creates a passion for learning in all children regardless of any boundaries they may face. This policy will outline our curriculum intent, implementation and impact statements to ensure that children can achieve academically, morally, socially, culturally and spirituality.

Curriculum Statement

Intent	<p>At St Augustine's RC Primary School, our aim is to deliver a broad and balanced curriculum in Design and Technology (DT) which is inclusive of all pupils. The curriculum is planned and sequenced to provide children with the tools they need to grow into confident, articulate and resilient individuals, who have no limits on what they can achieve. We have high expectations for all children and provide them with equal access to learning with the appropriate level of challenge and support for all.</p> <p>Our Design and Technology curriculum encourages children to have a positive and resilient attitude towards their learning so they can develop skills and knowledge as outlined in the National Curriculum.</p> <p>We have designed our curriculum using a holistic approach with the following questions in mind:</p> <ul style="list-style-type: none">• How our children learn – we aim to give children opportunities to develop their knowledge so that they are able to be creative and gain expertise within DT. It is planned in a cross curricular manner, making links with learning in English, History, Geography, Music or Science. Design Technology is taught through studying a variety of designers and architects from different backgrounds, ethnicities, nationalities and times. We believe that children learn best through first hand experiences.• Understanding the most effective strategies for learning enables us to provide children with the skills to convert learning into long-term knowledge, which can be built on throughout their time at St Augustine's. This is done through teachers using the Lancashire KLIPS to ensure progression in DT is achieved through school.• What are their previous experiences –as an attachment and trauma sensitive school, we understand that children have had different life experiences, which can have an impact on how they develop in school. Understanding the strategies that can be used to support a range of children can lead to greater impact on their development and progress. We aim to use children's experiences to make connections across the curriculum to create deeper understanding in our children. <p>Through a variety of creative and practical activities, we teach the knowledge, understanding and skills needed to engage in a process of designing and making. The children design and create products that consider function and purpose and which are relevant to a range of sectors (for example, the home, school, leisure, culture, enterprise, industry and the wider environment).</p>
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	<p>When designing and making, the children are taught to:</p> <p><u>Design</u></p> <ul style="list-style-type: none"> • 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 diagrams, prototypes, pattern pieces and computer-aided design. <p><u>Make</u></p> <ul style="list-style-type: none"> • select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing, as well as chopping and slicing) accurately. • select from and use a wider range of materials, ingredients and components, including construction materials, textiles and ingredients, according to their functional properties, aesthetic qualities and, where appropriate, taste. <p><u>Evaluate</u></p> <ul style="list-style-type: none"> • 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. <p><u>Develop, Use and Apply Technical Knowledge</u></p> <ul style="list-style-type: none"> • apply their understanding of how to strengthen, stiffen and reinforce more complex structures. • understand and use mechanical systems in their products. • understand and use electrical systems in their products. • apply their understanding of computing to program, monitor and control their products • understand some of the ways that food can be processed and the effect of different cooking practices (including baking and grilling).
<p>Implementation</p>	<p>Our bespoke curriculum at St Augustine's is designed to take into account the statutory requirements of the Early Years Foundation Stage Curriculum and Primary National Curriculum. Our curriculum also takes into account the needs of the children and our strong Catholic ethos.</p> <ul style="list-style-type: none"> ➤ A whole school curriculum overview has been devised to ensure coverage is age-appropriate and progressive in both knowledge and skills in Design and Technology. ➤ A two-year rolling programme is used to teach Design Technology to ensure coverage of skills/knowledge between two year groups and to improve retention of knowledge for the long term. This also supports staff in building their own skills and knowledge with peer support.

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- Half termly overviews are used produced to identify knowledge and skills Objectives are taken from the Lancashire KLIPS.
- Teachers use school specific planning formats to plan learning opportunities to suit all learners.
- The principles of the recovery curriculum are embedded in all lessons.
- Sketchbooks have been introduced in DT; these will not be marked by staff as not to judge a child's creativity, but will be monitored closely by teachers and the subject lead.
- Lessons are structured appropriately to allow sufficient time for teaching and independent tasks.
- As part of our carefully mapped out curriculum, we also ensure that children are given additional opportunities to learn through after school clubs, educational visits, curriculum showcases and educational visitors.
- Staff ensure appropriate coverage of the protective characteristics through the choice of artists studied
- Cross-curricular links are made across the curriculum to make learning more memorable. Making connections across the curriculum will also help create deeper understanding and transfer skills to expertise.

Key skills and key knowledge for DT have been mapped across the school to ensure progression between year groups. The context for the children's work in Design and Technology is also well considered and children learn about real life structures and the purpose of specific examples, as well as developing their skills throughout the programme of study. Design and technology lessons are also taught as a block so that children's learning is focused throughout each unit of work.

Each new unit of work begins with a recap of the previous related knowledge from previous years. This helps children to retrieve what they have learnt in the earlier sequence of the programme of study, and ensures that new knowledge is taught in the context of previous learning to promote a shift in long term memory. Key vocabulary for the new topic is also introduced.

Within all lessons, teachers plan a phase of progressive questioning which extends to and promotes the higher order thinking of all learners. Questions initially focus on the recall or retrieval of knowledge. Questions then extend to promote application of the knowledge in a new situation and are designed to promote analytical thinking, such as examining something specific. In design and technology, an example of this level of questioning might ask children to consider how a mechanical system (such as gears and pulleys) might speed up, slow down or change the direction of movement. The questions that teachers ask within the same lesson phase, then focus on the children's own work and how they might change or create an outcome and justify a choice they have made which is based on their evaluation. In addition to this, the following principles and strategies are implemented within school to ensure our curriculum has maximum impact on the children.

In the Early Years Foundation Stage Design Technology provides opportunities for children to work towards the Early Learning Goals of:

- Personal, Social and Emotional Development: Self-Regulation - Set and work towards simple goals, being able to wait for what they want and control their impulses when appropriate; Give focused attention to what the teacher says,

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	<p>responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <ul style="list-style-type: none"> • Fine Motor Skills - Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy when drawing. • Expressive Arts and Design: Creating with Materials Safely - use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the processes they have used. <p>The staff team plan for children to experience creative opportunities and develop key skills and techniques within the EYFS curriculum. There will be a focus on developing fine motor skills and learning how to plan, design and produce the finished project. The knowledge and skills acquired and developed in the EYFS will provide the foundation or those identified in subsequent years.</p>
Impact	<p>Within Design Technology, we strive to create a supportive and collaborative ethos for learning by providing investigative and skills-based learning opportunities. Emphasis is placed on investigative learning opportunities to help children gain a coherent knowledge of understanding of each unit of work covered throughout the school.</p> <p>We measure the impact of our curriculum through the following methods:</p> <ul style="list-style-type: none"> ➤ Assessing children’s understanding of theme linked vocabulary through formative assessment and conversations in lessons ➤ The use of sketchbooks to demonstrate children’s processes ➤ Images and videos of the children’s practical learning ➤ Pupil voice ➤ Moderation staff meetings and Trust moderation where pupil’s work is shared and there is the opportunity for a dialogue between teachers ➤ Annual reporting of standards across the curriculum.

Assessment

Assessment is an essential part of developing the children’s knowledge and understanding in Design Technology. It allows us to analyse the impact teaching has had on the children’s progress, informs future planning and identifies ways we can further improve children’s outcomes.

EYFS	Children in EYFS have their attainment on entry assessed by observations and their progress is tracked and monitored using continuous observation and assessment of individual children using Tapestry and data being logged termly onto the Lancashire Tracker.
KS1 & KS2	In Key Stage 1 and Key stage 2, children are assessed against the key learning objectives for their year group, work produced, observations and discussions. Targets are set with children based on independent work to ensure they understand how to improve their skills. Interventions are planned to close gaps and challenge children to ensure they reach their full potential. The marking and feedback policy outlines how it is used in school for maximum impact on children’s outcomes.

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Statutory Requirement and Curriculum Entitlement

The structure of curriculum teaching at St Augustine of Canterbury is based upon the English National Curriculum and the Early Years Framework guidelines and covers all the recommended objectives to ensure that children have access to a broad and balanced English curriculum.

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which we have chosen to follow.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#). Disability Code of Practice 2014 and Equality Act 2010 and refers to curriculum-related expectations of governing boards and academies as set out in the Department of Education's Governance Handbook.

The structure of the day in EYFS, KS1 and KS2 ensures that children have adequate time to develop knowledge and skills for their given year group. The skills that the children develop within different subjects are utilised and supported across all areas of the curriculum. We strive for children to be working at age-related expectations or make expected progress from their own starting point before they leave to continue their educational journey at secondary school.

Equal opportunities; including SEND, Disadvantaged Pupils and Higher Attainers

This policy also needs to be in line with other school policies and therefore should be read in conjunction with other school policies found on our website.

All children will have Quality First Teaching. Any child with identified SEND or in receipt of pupil premium funding may have work additional to and different from their peers in order to access the curriculum dependent upon their needs. As well as this, our school offers a demanding and varied curriculum, providing children with a range of opportunities in order for them to reach their full potential and consistently achieve highly from their starting points. All children are welcomed and encouraged to join extra curricular activities.

A wide range of cultural images and contexts will be used in art and design, and we these will be used as opportunities to challenge stereotypes.

For all children to produce their best, we plan differentiated resources and tasks through:

- adapted planning or evaluation sheets
- changing the demands of a task;
- more limited choices;
- greater teacher intervention, small group work and teaching assistant support;
- ensuring manipulative skills needed are manageable;
- selecting appropriate tools and equipment.

Talented or able children are challenged through more demanding tasks such as more open-ended design briefs, exploring and combining a range of materials in their work, carrying out independent research, giving additional responsibilities such as leading a team.

Partnerships

- Teachers support each other to develop strategies

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- The subject leader provides support with planning, assessing and moderating standards within Design Technology. They will oversee the curriculum and monitor using a range of strategies
- External resources are used where appropriate to enhance the teaching within school
- The subject leader works with other subject leaders within the Romero Academy Trust to develop the curriculum
- Links with local places of interest/stakeholders are being established
- All stakeholders are involved in developing the curriculum
- Parents are encouraged to support their children's learning at home through competitions.