



SAINT JAMES'

Church of England School
Nursery & Pre School



Design & Technology Policy

This policy has been adopted by the governing body of
St James' CofE Primary School.
It will be reviewed annually or as required.

Date written September 2020

Signed: Mrs J Moore/ Headteacher

Signed: Mr S Rusling / Chair of Governors

Vision Statement

Walking hand in hand with
Jesus, fulfilling the potential
God has given us

St James'
CofE Primary School

Mission Statement

Through him we learn to live
abundant lives, especially treasuring
the values of **friendship, trust,**
thankfulness, respect, forgiveness,
hope and courage.

St James'
CofE Primary School

Mission Aim

At St James' CofE Primary School, the
Christian (and indeed inclusive human)
values **'friendship, trust, thankfulness,
respect, forgiveness, hope and courage'**
inform our whole life together.

They were chosen in dialogue with the local
community which identified them as
exceptionally meaningful and valuable.
Therefore, as a school community, we are
committed to living these out and modelling
them every day in each and every activity.

St James'
CofE Primary School

The DT lead has worked in partnership with the SLT and LDST colleagues to construct a long term DT curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. We aim for all pupils to be excited by DT, to know more, remember more and do more because of their engagement in exciting, practical DT lessons. In line with our reading intent, we have ensured all pupils read widely to gain ideas for their DT projects appropriate to their age or ability this could be through books or looking on searches on the internet. Ultimately, we want pupils to be Designers and to be inspired in their learning and to learn from and appreciate the experiences of the planning, designing and evaluating of their final product. We give our children the tools, knowledge and experiences they need in order to be independent and to delve deeper, so that they are prepared and well equipped to study DT beyond the primary curriculum by the time they leave year 6.

- **Links to St James' whole school curriculum intent:**

Whole school Curriculum intent

The four key principles that underpin our curriculum intent are:

- Educating for **hope** and **aspiration**.
- Educating for **community** and **living well together**.
- Educating for **dignity** and **respect**.
- Educating for **wisdom**, **knowledge** and **skills**.

The DT curriculum intent emphasises the aim for all pupils to develop their knowledge, skills and abilities. Through a wider knowledge of the world and world events pupils will become more aware of community - new structures, new developments etc. Looking around our local and national regions it allows our children the gain awe and wonder in the designs that they see around them.

Design and Technology Intent

Knowledge, wisdom, skills - DT is all about the gaining of knowledge in the design and making process. Following the needs of our pupils, we focus on learning subject specific vocabulary in a context. The use of Knowledge Based Organisers have supported our children and parents to use subject specific language in DT sessions. Wisdom can also be gained for the future - DT for us isn't just about learning about past design, it's learning from past design - why things change? Do they change for the better?

Hope and aspiration - To inspire pupils to aspire to be Designers and to learn more about the designs of the past, present and future. To visit the places that they study e.g. DW stadium, Tower on London. To give the pupils hope for the future - to see how far designs have come and progressed and to learn from the mistakes in the past. Pupils learn how to take risks, become resourceful, innovative, enterprising and are able to **'dream big'**.

For example, looking and researching about how bridges are built - thinking about materials that they used many years ago to how they are built now. Linked to the geography curriculum on how the design of buildings have been changed due to the effects of earthquakes so it will enable the building to withstand an earthquake.

Community and Living well together - To visit local and regional structures. What has worked well and what hasn't always? For example - The Central Park site was knocked down and new design plans were made to modernise the structure that produced the DW site - use of the design, make and evaluate process. The Robin Park development include the new sculptures in Wigan. The new developments in the town centre - grand arcade - planning and making of the new developments.

The new link way near to school and the new estates – planning permission, building and developments.

Dignity and respect – Respect our community and ensure that any trips that the children attend they act in a respectful manner with the tour guides. When focusing on cooking and nutrition we ensure that all cultures are celebrated, allowing our wider community to engage with staff to offer their expertise. Eg) Cultural day inviting our EAL parents to make food from their home countries for staff and children to taste.

- **Long term planning and curriculum design:**

The DT curriculum is coherently planned and sequenced towards clearly defined National Curriculum end points. The subject lead works in partnership with the SLT to ensure that there is full coverage of the National Curriculum. The lesson topics that are shared with staff have small steps of progression outlined in the long term plan. All children in school follow the Design / Make / Evaluate to ensure there is a consistent approach framework. Children within school complete a cooking and nutrition topic in the summer term. This is an opportunity for children to use produce that has grown within our school grounds. They will select their own produce to plan and make a recipe of their choice.

- **How the curriculum is sequenced towards clearly identified endpoints:**

The DT lead and SLT have worked in partnership to ensure full coverage of the DT National Curriculum is taught progressively across school. All units are mapped against the National Curriculum. Focus points – small step for all topics have been clearly identified depending on the year group they have been allocated to.

Design and Technology Implementation

- **Expectations for how learning should be sequenced within a topic or unit in the medium term:**

Learning is sequenced in a way that builds upon prior learning. Each lesson begins with a design brief and then progresses into the design / make / evaluate model. This is done using a design booklet that includes photos of evidence included within them.

- **What a typical DT lesson looks like, including how these expectations are clear across the school:**

A typical lesson would begin by introducing the new topic for the half term then discussing the Knowledge Based Organiser which includes subject specific vocabulary. Next the introduction of the design brief. Throughout each session, the design brief will be discussed about and children will be reminded about the vocabulary. The children will work through the design / make / evaluate process in their planning booklets. Lessons are very visual and practical. We feel that our children are very resilient when they are evaluating their product as they understand that things may go wrong in the making process and they adapt their plan to improve it. The final session would be a celebration of the product they have made with their evaluations linked to the National Curriculum end points.

- **How we ensure that pupils 'know more, remember more and can do more':**

Effective use of our Knowledge Based Organisers and design booklets support teacher's assessment of progress and enables pupils to celebrate success. Progress is reviewed throughout each lesson through the use of key questioning. The evaluation process that the children make enables teachers to review the teaching and learning within that piece of unit.

- **How the DT curriculum meets the needs of all pupils, particularly disadvantaged pupils and SEND pupils:**

The DT curriculum has been intelligently designed to meet in the needs of all our pupils in line with the current school improvement priorities. We have ensured all pupils have access to a wide variety of literature to find out facts about designers. Using MYON teachers are able to task pupils to find out about specific designs in the world, pupils are also able to access subject specific books for themselves – MYON books will even read themselves to pupils and parents who find reading difficult, including SEND pupils and pupils with English as an additional language.

All class teachers are aware of the disadvantaged and SEND pupils and incorporate their needs into intelligent lesson design. Use of quality first teaching within all lesson designs ensures learning is visual, kinaesthetic and engaging for all pupils.

We find that a high percentage of our SEND children thrive in this area of the curriculum as it is very hands on and kinaesthetic.

Subject leads access training from SEND colleagues to support pupils with specific difficulties, ensuring they have access to a full curriculum.

Use of Knowledge Based Organisers support both parents and pupils in understanding subject specific vocabulary and promoting engagement.

DT Impact

- **Overview of DT assessment procedures, including the expectations of teachers using both formative and summative assessment:**

Formative assessment includes – teacher questioning (open and closes questions), assessing vocabulary in a lesson, listening to the discussions of pupils and addressing misconceptions.

Summative Assessment includes children's own evaluation of the product they have made. The teacher would then look alongside National Curriculum end points to mark the whole process of the sessions.

Monitoring arrangements, including the impact:

- Action plan – impact of actions taken, reported termly to governors
- Inclusion on MER calendar – lesson observations
- File looks;
- Pupil voice;
- Learning walks;
- Analysis of assessment data;
- Annual review of policy and practices.

- **How the subject lead keeps their own subject knowledge up to date, and how they ensure staff subject knowledge is also up to date;**

We aim to develop and enhance our subject leads personal interest and passion in design and technology through:

1. high quality continual professional development (CPD);
2. networking opportunities;
3. engagement with the curriculum lead;
4. staff library – signposting research literature;
5. performance management discussions.

We aim to ensure all staff design and technology knowledge is up to date through:

1. high quality CPD;
2. staff library – signposting research literature;

3. provision of effective resources;
4. engagement with subject lead;
5. networking opportunities.

*To be read in conjunction with Design and Technology Long Term Plan and Design and Technology
Concept Map*

