St Augustine's Catholic Primary School
Design Technology Policy

Agreed by Governors: February 2025   **To be reviewed: February 2026**

Mission Statement

*As one family working together
to be the best that we can be,
we live, love and learn with Jesus.*

Introduction

At St Augustine's Catholic Primary School, we acknowledge the powerful effect and importance of Technology in people's lives.

By providing an appropriate, varied and broad range of Design Technology activities we aim to develop children's confidence and ability in designing and making.

Design Technology prepares children to take part in the development of tomorrow's rapidly changing world. Creative thinking encourages children to make positive changes to their quality of life.

Aims and Objectives

The aims of Design Technology at St Augustine's are:

- To develop imaginative thinking in children and to enable them to talk about what they like and dislike in designing and making
- To enable children to talk about how things work, and to draw and model their ideas
- To encourage children to select appropriate tools and techniques for making a project, whilst following safe procedures
- To explore attitudes towards the made world and how we live and work within it
- To develop an understanding of technological processes, products, and their manufacturer and their contribution to our society
- To foster enjoyment, satisfaction and purpose in design and making

The objectives of Design Technology at St Augustine's are:

- To identify and investigate real needs which may be solved through creative Design and Technology activities
- To make decisions about appropriate solutions to a particular situation
- To develop and explore ideas
- To present chosen ideas in a written/ graphical/modelled form
- To plan a course of action
- To make and/or modify their chosen solution
- Evaluate their own work
- Evaluate the work of other people
- Use a range of communication skills

Teaching and Learning Style

The school uses a variety of teaching and learning styles in Design Technology lessons. The principle aim is to develop children's knowledge skills and understanding in Design Technology. Teachers ensure that the children apply their knowledge and understanding while developing ideas, planning and making products and then evaluating them. We do this through a mixture of whole class teaching and individual/group activities. Within lessons, we give children opportunity both to work on their own and collaborate with others, listening to other children's ideas and treating them with respect. Children critically evaluate existing products, their own work and that others. They have the opportunity to use a wide rage of materials and resources including IT.

In all classes there are children of differing abilities. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:
- Setting common tasks that are open ended and can have a variety of results.
- Setting tasks of increasing difficulty where not all children complete all tasks.
- Grouping children by ability and setting different tasks for each group.
- Providing a range of challenges through the provision of different resources.
- Using additional adults to support the work of some children or of certain groups.

Design Technology Curriculum Planning

At St Augustine's School, we use the National Curriculum guidelines as the basis for our curriculum planning. We have adapted the national scheme to the local circumstances of our school in that we use the local environment as a starting point for all aspects of our work. A range of resources is used to provide prompts and ideas for exploring the range of themes and skills. The curriculum is designed to tie in with "Building the Kingdom" foci.

Long term, medium term and short term plans are used for curriculum delivery in line with other subject areas. These plans map out the units covered in each term and establish cross-curricular links where possible.

All planning is located centrally so that the good practice of all staff can be shared with colleagues.

Activities are planned to build up on the prior learning of the children.

We plan the activities in Design Technology so that they build up on the prior learning of the children.

The Foundation Stage

Design Technology in the Foundation Stage forms part of the Early Years Curriculum under the area of Learning, Creative Development.
This enables the children to express their ideas and feelings and promotes the development of their imagination.
Children work through the Developmental Matters laid out in the Curriculum Guidance towards the Early Learning Goals, which most pupils are expected to achieve by the end of the Reception Year.

English as an additional Language

At St Augustine's we encourage all our children to achieve the highest possible standards. We do this through taking account of each child's life experiences and needs. A number of our children have particular learning and assessment requirements, which are linked to their progress in learning English as an additional language.
When delivering the Design Technology curriculum, we ensure to meet the full range of needs of those children who are learning English as an additional language. This is in line with the requirements of the Race Relations Act 1976 and our equal opportunities policy.
The Design Technology curriculum can create different language demands which we identify and address. (see the EAL policy)

Special Educational Needs

We teach Design Technology to all children, through a variety of strategies as appropriate to the individual a both ends of the spectrum. Design and Technology also forms part of our school curriculum policy to provide a broad and balanced education to all children.

Equal Opportunities.

In line with school policy, all children have access to the whole curriculum regardless of ability.

Assessments

Children are assessed regularly through using a variety of strategies: informal and formal observation, peer group assessments etc.
Please refer to appendix (Assessment techniques).

Resources

Basic resources are kept in each classroom. A wide range of additional resources is provided with some specialist equipment for particular projects. Children are sometimes asked to source resources for "junk modelling" projects.

Monitoring/ Review/ Evaluation

Assessment takes place through observation, discussion, peer and self-evaluation as stated in the school's MER Policy. Evidence is collected through teachers' classroom observations plus observations by the subject leader, team-teaching, book trails and feedback to staff. Particular themed work is displayed in the main corridor in a special gallery.

The School Improvement Plan is at the forefront of our priorities in moving forward with this subject.

Teaching Design Technology to children with special needs
We teach Design Technology to all children regardless of ability as part of our school curriculum policy to provide a broad and balanced education for all our children. Our teachers provide learning opportunities that are matched to the needs of children with learning difficulties. Such work takes into account the targets set for children in their Individual Target Plans (ITPs)

We assess the children's work whilst observing them working during lessons. Teachers record the progress made by children against the learning objectives for their lessons. At the end of the unit of work, we make a judgement against the national standards and expectations.

We have a wide range of resources to support the teaching of Design Technology across the school. All our classrooms have a range of basic resources but we store more specialised equipment separately. Such resources are accessible to children only under adult supervision.

The monitoring of the standards of the children's work and the quality of teaching is the responsibility of the subject leader. This work also involves supporting colleagues in the teaching process, being informed about current developments in the subject and providing a strategic lead and direction for the subject in school. The subject leader gives the headteacher an annual summary report in which s/he evaluates the strengths and weaknesses in the subject and indicates areas of further improvement.

Contribution of Design Technology in other curriculum areas

English

Design Technology contributes to the teaching of English in our school by providing valuable opportunities to reinforce what the children have been doing during their English lesson. The evaluation of products requires children to articulate their ideas and to compare and contrast their views with those of other people. Through discussion children learn to justify their own views and clarify their design ideas.

Information and Communication Technology (IT)

We use IT to support Design Technology when appropriate. Children may use software to explore shape, colour, structure and pattern in their work. Older children collect visual information to help them develop their ideas by using digital and video cameras to record their observation. Children use the internet to find out more about creative designers.

Personal, Social and Health Education (PSHE) And Citizenship

Design Technology contributes to the teaching of Personal, Social and Health Education (PSHE) and Citizenship. We encourage the children to develop a sense of responsibility in following safe procedures and making things. They also learn about health and healthy diets. Their work encourages them to be responsible and to set targets to meet deadlines and also to learn through their understanding of personal hygiene.

Spiritual, Moral, Social and Cultural Development

The teaching of Design Technology offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Our groupings allow children to work together and give them the chance to discuss their ideas and feelings about their own work and the work of others through their collaborative and co-operative work across a range of activities and experiences, the children develop respect for the abilities of other children and a better understanding of themselves. The also develop a respect for their environment, for their own health and safety and for that of others. They develop their cultural awareness and understanding, and they learn to appreciate the value of differences and similarities. A variety of experiences teaches them to appreciate that all people are equally important.

MONITORING AND EVALUATION

This policy will be reviewed annually by staff and governors or earlier if local or national directives are received.