**ST JULIE CATHOLIC PRIMARY SCHOOL**

**ECCLESTON**



Policy for Design and Technology

Reviewed by Governing Body and staff

October 2021

**ST JULIE CATHOLIC PRIMARY SCHOOL**

**MISSION STATEMENT:**

***A caring, family school where we learn grow and walk in the footsteps of Jesus.***

In consequence of our school mission it is a fundamental aim of St. Julie’s to be an inclusive school. To be a school which:-

* Has a sense of community
* Provides equal opportunities
* Offers partnership between school parents and parish
* Reflects upon the teachings of Christ and puts them into practice
* Values all members of the school community
* Its members show respect for themselves and each other
* Is a caring community.

We define an inclusive school as one where…

* Everyone, irrespective of age, gender, ability or disability, race or religion is encouraged and given equal opportunity to participate in the full life of the school,
* All members of the school community are given the opportunity and support to achieve their true potential,
* All members of the school community, and the contributions they make to the life of the school, are valued and where everyone is treated with mutual respect, care and consideration, and
* Everyone feels empowered to play a full an effective role in the school.

**Equality and SEN Statement**

At St Julie Primary School we aim to provide equality of opportunity for all children whatever their age, ability, gender, race, religion or background. We aim to create an environment that values each pupil and enables them to achieve their full potential. We provide a broad and balanced curriculum appropriately differentiated to respond to pupils’ diverse learning needs. Ensuring differentiation is a fundamental and core element of inclusion. As such we plan and resource our learning, in line with our whole school policies, to enable all pupils to make good and sustained progress in Design and technology. In our differentiated planning we take due regard of factors such as classroom organisation, learning materials and the learning environment.

 The opportunities and experiences we provide enable our pupils to participate fully and give their best across all aspects of school life. We place great value on the quality of relationships within our school community and celebrate the achievements of all pupils. We appreciate that children may have special educational needs throughout, or at any time during their school career. At St Julie Primary School we aim to facilitate the full inclusion of pupils with special educational needs.

We teach Design and technology to all children, whatever their ability, in accordance with the school curriculum policy of providing a broad and balanced education to all children. Teachers provide learning opportunities matched to the needs of children in their class.

**Intent**

**Policy Statement**

At St. Julie we believe that Design and Technology prepares children to take part in the development of tomorrow’s rapidly changing world. We believe access to a high quality, broad and balanced curriculum is the right of all pupils. Design and Technology stimulates creativity and imagination; it provides visual, tactile and sensory experiences, and a special way of understanding and responding to the world. It enables children to communicate what they see, feel and think, through the use of colour, texture, form, pattern and different materials and processes. Children become involved in shaping their environments through Design and Technology activities. They learn to make informed judgements, and aesthetic and practical decisions. The curriculum provides the children with opportunities to explore ideas and meaning through the work of designers. Whilst learning about the roles and functions of design, they can explore the impact it has had on contemporary life and on different periods and cultures. At St Julie, we value the appreciation and enjoyment of the visual designs and the roles it plays in enriching our lives

 “*Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others’ needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.”*

*National Curriculum for England, Design and Technology 2013*

**National Curriculum Aims**

The national curriculum for design and technology aims to ensure that all pupils:

* Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
* Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
* Critique, evaluate and test their ideas and products and the work of others understand and apply the principles of nutrition and learn how to cook.

**St. Julie’s Aims**

* We will ensure all children experience the richness of a broad Design and Technology curriculum
* We provide a quality Design and Technology curriculum, underpinned by quality staff inset and external artists’ expertise.
* We develop pupils’ self-esteem, confidence and leadership skills through participation in Design and Technology.
* We ensure equal access to Design and Technology, irrespective of race, gender, disability and/or social circumstances. Further information can be found in the school’s Equal Opportunity Policy.
* We encourage expression through the use of ICT.

**Implementation**

**Planning**

Design and Technology is a foundation subject in the National Curriculum. Planning is sequenced so that new knowledge and skills build on what has been taught and pupils can work towards clearly defined end points. The class teacher will keep plans and will discuss these with the subject leader on an informal basis. The subject leader will have an overview of activities from all year groups to ensure progression. All lessons are planned to meet the requirements of the National Curriculum from Foundation Stage through to Year 6.

The activities in Design and Technology are planned so that they build upon the prior learning of the children. We give children of all abilities the opportunity to develop their skills, knowledge and understanding and we also build planned progression into the scheme of work, so that the children are increasingly challenged as they move through the school.

**Objectives**

All pupils are given opportunities to display their work.

 All children are given the opportunity to participate in a wide range of extra-curricular Design and Technology activities.

Our pupils are given the opportunity to see professional work exhibited, participate in Design and Technology related trips and see performances by high quality designers.

**Teaching and Learning**

Our school ethos and curriculum reflects the importance we place on Design and Technology:

* Visiting designers and crafts people provide workshops so that children can see that Design and Technology is a valued and very real prospect for a career.
* Extra-curricular activities are broad and take full advantage of experts where possible.

**Role of the Governors**

Our governors determine, support, monitor and review the school policies on Design and Technology. In particular they:

* support the use of appropriate teaching strategies by helping to allocate resources effectively
* ensure that the school buildings and premises promote successful teaching and learning
* ensure that high quality staff are appointed
* monitor how effective teaching and learning strategies are in terms of raising pupil attainment through link visits to the school and in consultation with subject leaders
* ensure that staff development and performance management policies promote good quality teaching and learning
* monitor the effectiveness of the school’s teaching and learning policies through the school self-review processes. These include reports from subject leaders and the termly Head Teacher’s report to governors as well as a review of the in-service training sessions attended by our staff.

**Cross-curricular Opportunities**

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for children to practise and apply the skills, knowledge and understanding acquired through Design and Technology lessons to other areas of the curriculum. Strong links can be made through English, Maths, Science, Topic, RE, Computing, PSHE and PE. The Health and Safety protocols of these subjects apply.

**Inclusion**

All children at St. Julie will have the same chance to participate in Design and Technology. We aim to provide for all children so that they achieve as highly as they can in Design and Technology according to their individual abilities. We do this by setting suitable learning challenges and responding to each child’s different needs. Teachers will identify which children’s or groups of children are under-achieving and take steps to improve their attainment. Gifted children will be identified and suitable learning challenges provided.

**Resources**

The school has a range of high quality resources to support the teaching of Design and Technology throughout all year groups that can be accessed by all children. Resources are checked, upgraded and renewed as and when the need arises.

**Impact**

**Assessment and Monitoring**

By the end of each key stage, children are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. We define progress as in terms of the children knowing more, remembering more and being able to do more. Teachers assess children’s work in The Arts by making assessments as they observe them working during lessons and recorded according to the statutory requirements for the year group. Evidence is maintained by subject, by year.

**Reporting**

All children receive an annual written report in which there is a summary of their child’s effort and progress in The Arts over the year. Parent consultation evenings are held three times a year when children’s progress in The Arts can be outlined and discussed if appropriate.