



# St. Patrick's Catholic Primary School

## Design Technology Policy

Written by	Updated
Senior leadership team and Curriculum leader for DT	April 2022



The National Curriculum states that:

"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 principles 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."

### **Intent**

At St Patrick's RC Primary School our curriculum for art and design aims to ensure that all pupils:

- Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate 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.

### **Implement**

#### **Planning**

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

The Early Years foundation stage follow the development matters framework alongside the Early learning goals. Nursery and Reception work within the Early Learning Goals and continuous assessment is recorded on Foundation Stage Profiles. In Key Stage 1 and 2, units of work are planned for from the Kapow scheme of work which guides the planning, teaching and assessment of pupil's work. Plans build on prior learning, give opportunity to develop skills and knowledge in each unit and offer increasing challenge as children move through school. Art and DT offer many opportunities in their planning to support the development of these skills.



Long-term plans outline the units to be taught and medium-term plans provide an overview of each subject identifying the knowledge and skills children will learn/develop.

All teachers are responsible for developing weekly plans using their own choice of proforma. These plans indicate the learning objectives for each lesson along with activities, which clearly show progression. Clear differentiation is built into weekly plans and the needs of all children are planned for, including those with Special educational needs and more able children.

Weekly lessons (Year1 to Year 6) should follow the following

- Flash back to recall previous knowledge from previous year groups, month, week or day (this can be completed in books, verbally or on whiteboards)
- New learning (this can be completed in books, verbally or on whiteboards)
- Sheets should only be used in books if it enhances the learning and is deemed a necessity

### **Presentation**

At the start of each topic, a pre-learning assessment is completed in books and a knowledge organiser is then shared and added in the book. Each lesson the date and learning objective should be written or stuck in to indicate the new learning. Sheet should only be stuck in children's book if it enhances learning and is deemed a necessity. Children are encouraged to be creative in their presentation of work. At the end of the topic an evaluation and post-learning assessment are completed.

### **Marking and Feedback**

At St Patrick's, we believe that marking is about responding appropriately to children's work. Evidence of this response can be found in pupils' books and on display, but much of the Foundation Stage and Key Stage 1 work is practical and much of the response is verbal. A great deal of verbal praise is given. Staff use their professional judgement in a constructive way when working with young learners to take them forward. From the evidence of the pupil's performance in all aspects of the curriculum, staff ask:

What does it tell us?

How can we use it?

What are we going to do next?

The purpose of our marking is to:

- Provide feedback to aid learning
- Give direction towards the next step in learning
- Achieve continuity in our responses throughout the school



## Marking

- is carried out regularly
- may indicate strengths and areas for development
- is accompanied by verbal support and positive body language
- shows that the pupil's work is valued and provides opportunities for praise
- plays an integral part in classroom activities
- informs future planning and sets targets
- is consistent throughout the school
- will inform parents and other staff
- will relate to the intention of the lesson
- ensure any comments are in the handwriting style of the school
- Show that the teacher has reviewed the work

All work should be either self-assessed by the children in green pen or marked by an adult in blue pen.

EEF 'There is little high-quality research to suggest that extensive or detailed marking has any significant impact on learning'

**Please see the Marking and Feedback policy for further details**

## Teaching and Learning

Teaching Strategies (Quality First Teaching)

Each of us is unique in the way we experience life and respond to events. There are as many different ways of learning as there are children in our classroom. Because of this we need to use a range of teaching methods to try and ensure 'personalised learning'. We are committed to 'Quality First teaching', where we meet the needs of every child.

The strategies used in our school are: -

Whole class teaching	Talk less teaching
Challenge and support	Think, pair, share. Peer marking.
Paired learning	Self-assessment.
Team / Group learning	Practical activities / creativity
Individual learning	Investigative / problem solving
Open questions	Exposition / modelling
Closed questions	Real life thinking / problems
Indoor and Outdoor learning and teaching	



It is seen as very important to employ a wide range of teaching strategies. However, emphasis is placed on direct teaching, demonstrating, modelling methods and strategies to be learnt, and the use of skilful questioning in order to develop understanding.

Each classroom has an Art/DT display which contains key vocabulary, resources which the children can use, knowledge organiser and a working wall of new concepts and skills.

### **Homework**

Teachers provide and encourage termly opportunities to develop skills at home as a way of consolidating learning and to engage parents in their child's education.

### **Assessment (Formative and Summative)**

Assessment for Learning (Formative assessment) is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.

Within our school staff are knowledgeable and skilled users of strategies for day-to-day assessment in the classroom including:

- Questioning
- Observing
- Discussing
- Analysis of work
- Checking children's understanding (Pre-teach tasks)

Assessment is used to inform medium and short-term planning and children are engaged in the assessment of their own learning.

Regular teacher assessments of children's progress are made against the national curriculum. At the start and end of each block of learning an assessment is completed to assess what is known in the beginning and at the end.

Those children who are not achieving the expected level are identified at an early stage and targeted for extra support or an intervention programme delivered by support staff.

### **Parental involvement**

A newsletter is sent to parents on a half termly basis. This contains information about the current areas of learning. Parents meetings are held twice a year. At the end of the year, assessments are reported to parents through the end of school year report.

### **Leadership and Management**

#### **The Role of Governors**



The Governors are informed regularly about standards and the progress throughout the school, through the Governors' meetings, Headteacher's report to Governors, and a summary of the data. A Governor responsible for each subject meets regularly with the Coordinator. This Governor receives a copy of the subject Policy, subject action plan and analysis of SATs results. The Governors are also involved in the setting of targets for the end of key Stage 2 and in carrying out a work scrutiny of books throughout the school.

### **The Role of the Headteacher**

The Headteacher, in collaboration with the Coordinator, establishes the whole school approach to each subject area. She ensures and clarifies what needs to be achieved by the coordinator and provides the necessary support and resources in order to achieve it.

The Head teacher is kept informed about the quality of teaching and learning through regular discussions with the coordinator and also by using the monitoring forms which are completed after any kind of monitoring activity

### **The Art/DT Coordinator**

The Coordinator develops an overview of the strengths and weaknesses of their subject in the school and uses this to inform contributions to the subject Action Plan and carries out the tasks identified.

A supportive role is given to teachers for planning, teaching lessons and making assessments. Advice is also given on the use of resources.

The coordinator identifies INSET needed and where appropriate and able, provides in-school inset and keeps abreast of subject developments.

Together with the Headteacher, the coordinator monitors the progress of their subject by analysing test data, observing lessons and evaluating children's work.

### **The SENCO and Support Staff**

The support staff are clearly informed about their role in each lesson and have access to planning prior to each lesson.

The SENCO, where appropriate, works with the coordinator to plan the provision for children with special educational needs, in order to encourage a full participation and involvement in lessons. Where individual plans are needed, yearly teaching objectives are used to plan targets for development.

### **Partnership with Parents**

Liaison with parents is important in order for them to help children with their learning. Parents are informed regularly about the school's approach to Art/DT through letters,



displays and where appropriate, meetings. They are informed about children's progress at Parents' Evenings and annual reports. Parents are encouraged to support and become involved in their children's learning through homework activities.

### **Impact**

#### **Monitoring and Evaluation**

The children are able to know more and remember more

Lessons are observed by the Headteacher and Coordinator

Work analysis is carried out by the Coordinator throughout the year

Teachers' planning is monitored termly

Books are scrutinised termly



Appendix 1

Date:	Lesson:
Work to praise and share:	Presentation:
Who needs further support?	Who needs further challenge?
Basic skills errors/ARE spellings	Absent
Misconceptions and Next lesson Retrieval Practice	
Date:	Lesson:
Work to praise and share:	Presentation:
Who needs further support?	Who needs further challenge?
Basic skills errors/ARE spellings	Absent





Misconceptions and Next lesson Retrieval Practice

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