**At St Anne’s, together in faith, we passionately commit to:**

* Build a loving, vibrant community with Christ at the heart.
* Celebrate the uniqueness of all and enable them to reach their potential.
* Through our shared vision and values, nurture knowledge and skills for life-long learning and achievement.

Raising **self-esteem**, with **commitment**, **organisation** and **resilience,** we achieve **excellence** as together we…

***“Learn to love, Love to learn in readiness for life.”***

**Introduction**At St Anne’s Catholic Primary School we are committed to providing all children with learning opportunities to engage in design and technology.

Design and technology helps to prepare children for the developing world. The subject encourages children to become creative problem-solvers, both as individuals and as part of a team.

Through the study of Design and Technology they combine practical skills with an understanding of aesthetic, social and environmental issues.

Design and Technology helps all children to become discriminating and informed consumers and potential innovators. It should assist children in developing a greater awareness and understanding of how everyday products are designed and made.

**Aims**

The aims of Design and Technology are:

* To develop imaginative thinking in children and to enable them to talk about what they like and dislike when 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 product, whilst following safe procedures;
* To foster enjoyment, satisfaction and purpose in designing and making;
* To use ICT software to assist our designing and learning.

**Curriculum**  
Our children undertake a balanced programme that takes account of abilities, aptitudes and physical, emotional and intellectual development. Through Design and Technology, the children learn a range of skills, concepts, attitudes, techniques and methods of working. The children are encouraged to apply their knowledge and understanding when developing ideas, planning and making products and then evaluating them.

**Early Years Foundation Stage**

The children develop the skills needed to make sense of their world. These early experiences include asking questions about how things work, investigating and using a variety of construction kits, materials, tools and products, developing making skills and handling appropriate tools and construction material safely and with increasing control. These activities, indoors and outdoors, attract the children’s interest and curiosity.

**Key Stage 1**  
Through a variety of creative and practical activities, pupils will be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making.

When designing and making, pupils will be taught to:

* design purposeful, functional, appealing products for themselves and other users based on design criteria
* generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
* select from and use a range of tools and equipment to perform practical tasks
* select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
* explore and evaluate a range of existing products
* evaluate their ideas and products against design criteria
* build structures, exploring how they can be made stronger, stiffer and more stable
* explore and use mechanisms in their products

**Key stage 2**

Through a variety of creative and practical activities, pupils will be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making.

When designing and making, pupils should be taught to:

* 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 and exploded diagrams, prototypes, pattern pieces and computer-aided design
* select from and use a wider range of tools and equipment to perform practical tasks accurately
* select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities
* 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
* 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

**Progression and Continuity**  
The school uses a variety of teaching and learning styles in Design and Technology lessons. Our principal aim is to develop the children’s knowledge, skills and understanding in Design and Technology. We ensure that the act of investigating and making includes exploring and developing ideas, evaluating and developing work. We do this through a mixture of direct teaching and individual/ group activities. Teachers draw attention to good examples of individual performance as models for the other children. They encourage children to evaluate their own ideas and methods, and the work of others, to say what they think and feel about them. We give children the opportunity within lessons to work on their own and collaborate with others, on projects in two and three dimensions and on different scales. Children also have the opportunity to use a wide range of materials and resources including ICT. We recognise the fact that we have children of differing ability in all our classes, and so we 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 which are differentiated by task, expected outcome and/or support from peers or adults.

**Design and Technology curriculum planning**At St Anne’s Catholic Primary School, Design and Technology is taught through a creative curriculum approach alongside Art and Design, History and Geography. Our curriculum is carefully planned to engage and excite all our learners. Our long-term and medium-term plans map out the themes covered each term for each key stage. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term.

**Progress and Achievement**  
Children are monitored on a regular basis to check progress. We encourage all pupils to take responsibility for their own and their peers learning. A range of assessment strategies are used, for example peer marking – the children regularly peer mark and are encouraged to comment on each others work using vocabulary related to the skill taught, evaluation, self assessments, the use of talk partners and end of unit teacher/pupil evaluation. Through these, both children and adults are able to recognise the progress being made. 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.

**Assessment and Recording**  
At St Anne’s Catholic Primary School assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate differentiation. The assessment of children’s work is on-going to ensure that understanding is being achieved and that progress is being made.

**Monitoring**

EYFS - Photos are taken and samples of children’s work are collected. Monitoring takes place regularly through sampling children’s work, teacher planning and lesson observations.

KS1 - Photos are taken and samples of children’s work are collected. Monitoring takes place regularly through sampling children’s work, teacher planning and lesson observations.

KS2 - Each child has an art sketchbook which serves as a cumulative record of their work and is passed on to the next teacher at the end of each year. Samples of children’s work are also collected. Monitoring takes place regularly through sampling children’s work, teacher planning and lesson observations.

**Spiritual, moral, social and cultural development**  
The teaching of Design and Technology offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. 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. Their work in general helps them to develop a respect for the abilities of other children and encourages them to collaborate and co-operate across a range of activities and experiences. The children learn to respect and work with each other and with adults, thus developing a better understanding. They also develop an understanding of different times and cultures through links with other areas of the creative curriculum.

**Inclusion**

St Anne’s Catholic Primary School have an inclusive policy, which therefore entitles all children to access every part of the curriculum. Therefore in Design and Technology children will receive any necessary support or differentiation. We provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child’s different needs.

**Resources**  
There are a wide range of resources to support the teaching and learning of the subject across the school.

**Health and Safety**

The safety of the children is the responsibility of the class teacher. The children are made aware of the safe use and correct procedure involved when using tools and equipment in a learning environment. The children are made aware of the need to be careful and to understand that their actions can affect others. The children build up a range of skills when using equipment to reduce unnecessary risk. All staff are made aware of food safety procedures when working with food to minimise any risks. The children wear protective clothing if necessary.

* All staff have read and understood the school’s Health and Safety Policy.
* Specific health and safety points will need to be included onto topic plans.
* Risk assessments for specific tools and equipment should be undertaken.