



*Holy Rood Catholic  
Primary School, Swindon.*



*DT Policy*



## School Vision:

### Belong

At Holy Rood Catholic Primary School we will provide a nurturing and inclusive environment enthused by the Spirit of Christ to enable everyone to make a positive contribution, both to the school and the wider community. We will show love, compassion and respect for others.

A sense of unity will be created by forming relationships that are based on trust, loyalty, forgiveness and acceptance; we will endeavour to act justly and be peacemakers as Christ's disciples, inspired by the Gospel values.

We will encourage a sense of responsibility and help children learn to appreciate God's world around them through reflection, mission, prayer, healing and peace.

### Learn

We resolve to develop a sense of awe and wonder at God's creation for our children - where creativity flourishes and everyone is inspired to learn, demonstrating a curiosity about the world around them.

We will strive to ensure that all of our learners are able to face new challenges with confidence, in a Christian learning environment where informed risk taking and a resilient attitude are welcomed, encouraged and achieved.

Our positive and enthusiastic approach to teaching and learning will motivate every person. Each will know that they are uniquely loved by God. We will continue to enjoy our learning and reflect on our efforts and achievements, inspiring us to always try our best.

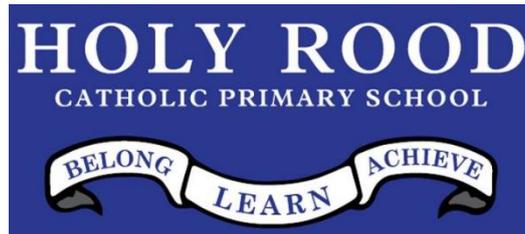
### Achieve

The children will be determined in their daily challenges, gaining confidence in their own ability, imagining what they could achieve with continued effort and commitment and working to fulfil the exclusive plan God has for each of them.

By fully engaging in all aspects of school, children will go on to accomplish as ambitious and competent individuals, always striving to achieve their full potential and positively participating in God's world.

Children's Mission Statement:





*Belief + Hard Work + Understanding = Success*

## **Our DT Vision:**

At Holy Rood, we believe that DT is an important, creative discipline that helps us to understand and change the world. We want all pupils at Holy Rood to experience the beauty, power and enjoyment of DT and develop a sense of curiosity about the subject. The subject encourages children to become creative problem-solvers, both as individuals and as part of a team.

In order to achieve a high quality DT lesson, pupils learn how to take risks to become resourceful, innovative, enterprising and capable citizens. We foster creativity and imagination as 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.

As pupils learn this inspiring, rigorous and practical subject; they develop a critical understanding of its impact on daily life and the wider world. It assists children in developing a greater awareness and understanding of how everyday products are designed and made. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

## **Curriculum Intent: Skills**

We aim for all pupils to:

- ✓ 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 some healthy dishes and snacks.

## **Curriculum Implementation:**

### **DT Lessons**

At Holy Rood, each lesson focuses on a manageable step of new learning based on the National Curriculum statements. The focused sessions allow our children to develop DT concepts in order to gain a deep and secure understanding of the new learning. Throughout each key stage, coverage is required in the following areas:

construction, mechanisms, structures, textiles and food. Electricity is also covered in Key Stage 2. Three projects are required per year meaning DT is studied for 3 out of the 6 terms. These areas can be linked to topic work being completed in class, for example, Roman Chariots. Additional DT/life skills can be taught alongside projects when applicable.

### **Typical Unit Structure over a term:**

1. We are investigating – initial stimulus for DT project. This may be a work of a particular designer or existing product. Children have the opportunity to look, touch, discuss, ask questions and make observations.
2. We are working safely - children discuss equipment being used and how we keep safe using it.
3. We are designing and testing – children design their product and discuss what the success criteria is for their product. They make prototypes if appropriate and then discuss and re-design.
4. We are making – children produce their final piece while being encouraged to remember key skills and techniques taught in the previous stage.
5. We are evaluating – children evaluate their finishes pieces and those of their peers. Teachers model and teach explicitly the metacognitive language needed to do this.

### **Planning:**

To support teachers with the planning of the DT lessons, Holy Rood follows the Curriculum Progression documents highlighting the progressive skills, knowledge and vocabulary throughout the years. These documents have been carefully crafted to follow and provide a deep and rich curriculum through a mastery approach. They build on prior knowledge and vocabulary to support this. Each teacher has their own year group's progression document to follow and from which to plan.

We use a variety of teaching and learning styles in Design and Technology lessons. Teachers ensure that the children apply their knowledge and understanding when developing ideas, planning and making products and then evaluating them. We do this through a mixture of whole class teaching and individual/group activities. All ideas are treated with respect. Children design and make a range of products. A good quality finish is expected in all design and make activities appropriate to the age and ability of the pupil.

During the school year, there are 2 curriculum days dedicated to DT to allow children the time to focus on an end-to-end project and to enhance their understanding of the DT process. These are chosen by the class teachers. Throughout the DT day, each child completes a booklet following through the unit structure and process (**See Appendix 1**). Each key stage has their own specific booklet to follow which has the correct DT learning outcomes labelled inside each page to show progression. Teachers edit their year group specific booklets once the unit has been planned so that the booklet follows the appropriate structure and can be taught efficiently.

Throughout the year, one DT unit is recorded in a cohort floor book showing the DT process and sequence of DT lessons. The cohort floor book shows evidence of children's outcomes and responses and are used to record teachers' assessment.

## **Presentation in books:**

Each child has their own DT folder where their individual DT booklets will be kept from the DT curriculum day. A child completes a booklet following through the unit structure and suggested sequence of lessons (**See Appendix 1**). Each key stage has their own specific booklet to follow which has the correct DT learning outcomes labelled inside each page to show progression. At Holy Rood, there is an expectation that children complete their booklet in pencil (or pen if applicable) when writing and use the lines provided. When drawing and labelling their designs, children use a ruler and pencil to ensure neatness.

The other unit of work is recorded in a cohort floor book showing the DT process and sequence of DT lessons. For each stage in the DT process, there is a page minimum evidence in the floor book. The objectives from the year group booklets are stuck at the top of the page in the floor book and then work evidenced below. The evidence may include observations about what children are doing, photos of children's work (good examples), and speech bubbles of children's own verbal responses and comments.

## **Marking:**

All teacher marking is completed in green pen. This may be done live in the lesson alongside the child, or after the lesson has been completed. Any relevant comments to work can be added to their booklets in green pen. Teachers use the assessment sheet for the unit to annotate whether a child is working towards (WT) or greater depth exceeding (GD); otherwise all other children are assumed working at (WA) the expected standard.

Teachers can annotate lessons plans if needed with the initials of children who have struggled or excelled at a task (especially in KS1). Within the cohort DT floor book, teachers will initial any children that are working towards (WTS) or working at greater depth (GDS) within the expected standard for their year group next to the objectives at the top of the page. If the children are working at the expected standard no initials need to be written.

## **DT on display:**

All classrooms will have an area (table top display or display board) dedicated to DT when teaching a DT unit; this may be part of the Enquiry board. DT vocabulary is displayed in this area that will be specific to that unit and year group. Teachers follow the appropriate year group DT progression document to ensure vocabulary is correct, progressive and suitable. The vocabulary and DT area are referred to throughout DT lesson.

At Holy Rood, we have our Curriculum Crew to promote our Enquiry Foundation subjects to raise the profile and promote the love of these subjects. Dixie and Trixie (**Appendix 2**) do this for DT providing stimulus and links to the DT process and projects. These will be evident on DT work.

## **Curriculum Impact:**

Following the implementation of the broad and balanced DT curriculum, children will become creative learners, who have a web of knowledge about the great designers of the world and the skills and techniques they use to build a successful product, and have an understanding of how DT shapes and reflects the culture and creativity of the world around us. Creativity, imagination and individuality will be celebrated and children will be equipped with the tools to become confident in editing and improving the products that they create including evaluating their own work and expressing preferences about techniques and effects.

Children will show an appreciation of how real-life products are made and why some design choices have been made instead of others. Children will leave Holy Rood with an enthusiasm for design and technology and the skills they need to be ready for further study of DT at KS3 and beyond.

As teachers, we will provide opportunities where children will be given the freedom to explore DT using their imaginations. Children will have embedded the key DT techniques needed to allow them to produce their own pieces of DT. Teachers will be confident in teaching and assessing DT and be able to confidently explain why their assessment judgements were made. DT floor books will show high quality work with clear progression across year groups.

## Appendix 1: Example of Lower Key Stage 2 (LKS2) Booklet

### Design and Technology

Finished product picture

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### We are investigating.

**Research**  
Insert a picture of an existing product or get children to draw one.  
Children to answer:  
Do one as a class before completing one independently.

**Possible questions to answer about the product:**

- How does it work?
- What materials are used?
- How is it attached?
- What makes this product successful?
- What features does it have?

**Research**

Use this page for appropriate research for your product. This may be a classroom survey (ask design for you like best?) research (internet based on a designer egg) or investigate different materials or a timeline of the product through history.

### We are working safely.

**BE CAREFUL  
SAFETY FIRST**

Tick which possible equipment you may be using during this project.

		Blank (add one appropriate to product – crocodile clip egg)

I can keep safe when using these by:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

I \_\_\_\_\_ promise to act sensibly and safely at all times when using the tools in DT. I will be responsible for myself and for the safety of others. I will follow the instructions safety rules and ask an adult for help when I am unsure. I will not take tools without asking and always return the equipment to the equipment area after use.

Signed \_\_\_\_\_

### We are designing and testing.

**What are your success criteria?**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Draw a product and label with design features.  
What materials will you use? How will you attach it?

### Making a prototype

I made my prototype and I was really pleased with \_\_\_\_\_

When making my prototype, some parts needed improving. This was \_\_\_\_\_

When I make my final product, I will change some parts because \_\_\_\_\_

### We are making.

Add photos of child making their product.

### We are evaluating.

The good things about my product are \_\_\_\_\_

Next time, I will improve my product by \_\_\_\_\_

My product does/ does not meet the success criteria because \_\_\_\_\_

I am pleased/not pleased with my product because \_\_\_\_\_

### Quality Control

Choose 3 appropriate questions for peers to answer to evaluate. Eg. Does the product meet the success criteria?

Reviewed by: \_\_\_\_\_

**Appendix 2 – Dixie and Trixie Curriculum Crew**

