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Headteacher	Katrina Straker
DT Lead Governor	Andrew Williams
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DT Policy

St Anthony's Catholic Primary School

An Academy within The Catholic Academy Trust in South Hampshire

'Children in our heart, Christ at the centre'
'We love, we learn and we live'

The St Anthony's mission statement is 'Children in our heart, Christ at the centre. We love, we learn and we live.' To live out this mission, we are guided and led by our Catholic ethos that places the Catholic Social Teaching principles of Human Dignity and the Common Good at the heart of our school. We recognise that each of us is unique and loved by God and we are called to lead by example, as Christ did, to show respect and love to every person because each of us is made in the image of God.

Introduction – How can our DT curriculum prepare our children to be role models of design, creativity and innovation?

At St Anthony's Primary School, we understand that Design and Technology is about providing opportunities for students to develop their capability, combining their designing and making skills with knowledge and understanding to create quality products. Design and technology gives young people the skills and abilities to engage positively with the designed and made world.

"Design and technology is a phenomenally important subject: Logical, creative and practical."
James Dyson, Patron of The Design & Technology Association

1. **Curriculum Intent:**

To design a curriculum with appropriate subject knowledge, skills and understanding as set out in the key objectives of intent within the National Curriculum. This allows pupils to explore and experiment safely with a variety of materials and tools.

The subject leader has identified two key intentions for our Design and Technology curriculum. These are:

Intention 1: To build a curriculum which involves the two key elements of Design and Technology - Learning about the designed and made world and how things work and learning to design and make functional products for particular purposes and users.
To build a curriculum which involves pupils investigating and evaluating existing products, and how things work.
To build a curriculum which encourages pupils to explore and experiment with a variety of materials and tools, confidently applying them to their work. It enables them to identify needs and opportunities and respond by developing ideas and eventually making products.
Children should combine practical skills with other needs such as function and aesthetics and evaluate their work in a critical manner.

Intention 2: To build a curriculum that encourages pupils to become independent and creative problem solvers, both as individuals and as part of a team.

2. Curriculum Implementation and Impact:

The 2 subject intentions are used to drive curriculum implementation alongside appropriate evaluated educational research. The school implements the Design and Technology intentions in the following way:

Intent	Research Link	Implementation	Impact
To build a curriculum which involves the two key elements of Design and Technology - learning about the designed and made world and how things work and learning to design and make functional products for particular purposes and users.	The Design & Technology Association indicates that projects taught should include the 'D&T principles' of : User, Purpose, Functionality, Design Decisions, Innovation and Authenticity.	A clear and effective scheme of work that provides coverage in line with the National Curriculum supported by 'The Projects on a page' scheme developed by The Design & Technology Association. Teaching and learning should facilitate progression across all key stages. The four step 'Process of Creative Arts' approach is used. Access to resources which aid the acquisition of skills and knowledge. Children will have access to the tools and materials needed to develop their knowledge and practical skills.	Children will be able to design products with a purpose in mind and an intended user of the products. Children will be confident and safe users of the tools and materials needed to complete their design projects. Children will be able to combine practical skills with other needs such as function and aesthetics and evaluate their work in a critical manner.
To build a D&T curriculum that encourages pupils to become independent and creative problem solvers, both as individuals and as part of a team.	Education Endowment Fund research indicates that the impact of collaborative approaches on learning is consistently positive. Effective collaborative learning requires structured approaches with well-designed tasks.	The curriculum helps develop children's skills through collaborative working and problem-solving and knowledge in design, materials, structures, mechanism and electrical control. Promotion of the whole school vision of what a St Anthony's awesome learner is.	Children are encouraged to be creative and innovative. Children are encouraged to think about important issues such as sustainability and enterprise. This approach helps to improve pupils' resilience,

	Growth Mindset study shows that children with a growth mindset and a sense of purpose improve their grades.	In the EYFS, this will link with the Characteristics of Effective Learning.	perseverance and self-belief.

In Design and Technology, the following four step **'Process of Creative Arts'** will be used, and be evident in pupil discussion, observations and work in books, in order to ensure that the Design Technology opportunities are as effective as possible and that pupils progress throughout the year and across year groups during their Design Technology experiences in school:

Investigate	Explore and evaluate a range of existing products.
Explore	Design purposeful, functional, appealing products for themselves and other users based on design criteria and including technical vocabulary. Use the design principles of: Designing **Something** **For someone** **For some purpose**
Create	Select from and use a range of tools, equipment, materials and components to create a final piece of work, based on design criteria.
Evaluate	Review design specification and make simple judgements about their products and ideas.

In Design and Technology, like all other subjects, we recognise the importance of the methods and practice of the teaching (the pedagogy) we choose to use in enabling pupils to know more, understand more and remember more.

Possible pedagogical approaches used in Design and Technology:

Behaviourism	Direct teacher instruction, modelling of skills and techniques and demonstration.
Constructivism	Enquiry-based learning, learning through experiences and reflection.
Social constructivism	Teacher modelling, questioning and a mixture of individual, pair, and whole class instruction.
Liberationism	Pupil-led learning and opportunities to show case their learning.
Learning, working and talking about Design	Pupils are introduced to the key technical vocabulary relating to Design and Technology so that all children can confidently articulate their ideas, knowledge and skills.

3. Roles and Responsibilities

The role and responsibilities of the Design & Technology leader is to:

- allocate and monitor the effective use of resources.
- monitor standards to ensure high quality teaching & learning. This may include pupil conferencing, book & planning audits, lesson observation and moderation of work, ensuring each project addresses the Design and Technology principles.
- involve staff in the development of the subject within the school.
- keep staff informed of developments within the subject.

- ensure the school follows National Curriculum guidelines and allows adequate curriculum coverage.
- evaluate the needs of the school and develop plans to meet those needs.
- support the needs of staff.
- where possible liaise with external groups and individuals in relation to standards in the subject.
- be accountable for the standards within the subject and meet with the Governor responsible when required.
- monitor food safety requirements and health and safety standards within the subject.

The role and responsibilities of class teachers is to:

- provide opportunities for all pupils to use a range of materials and tools safely in the classroom, in the DT room or through outdoor learning.
- ensure reasonable adjustments are taken to ensure all pupils can access the Design and Technology curriculum safely.
- provide evidence of teaching and learning as appropriate, including evidence of the process and not just the final product.
- make informed judgements of pupil attainment.

4. Design and Technology Non-Negotiables

- The Design and Technology Curriculum must address the four step Process of Creative Arts
- Across KS1 & Lower KS2 three projects will be taught over the course of the year, and in Upper KS2 two more detailed projects will be completed.
- A number of food projects will be taught across the key stages, including cooking and nutrition.

5. Design and Technology Across the Curriculum

At St Anthony's, Design and Technology is closely linked with the Art curriculum and follows a four step 'Process in Creative Arts' approach to planning and assessment. To prepare pupils to be creative innovators, we encourage them to develop skills considered as critical for innovation: critical and creative thinking, motivation, self-confidence, and an ability to communicate and cooperate effectively in their wider learning. Design and Technology covers a wide area of learning and close links will be evident in maths, science and computing work. Projects are also closely linked to classroom themes allowing more meaningful work to be produced.