

St Alban's CE Primary School



Art and Design policy

March 2024

Renewed: March 2024
Review: March 2025

Faith Hope Love

Our school vision



Our vision is that all our pupils should grow in:

Faith in God, or be inspired by faith, and in their own ability to fulfil their potential,

Hope to be the best of examples, to work to change themselves and the world for the better, and

Love, reflecting God's love in unselfish love for others.

Our vision is based on the God given virtues of:

FAITH, HOPE AND LOVE

1 Corinthians 13:13

Faith

Hope

Love

1 Intent

Design and Technology is an inspiring and practical subject. At St Alban's Primary School, children receive a design and technology curriculum which allows them to exercise problem solving and creativity through designing and making. The children are taught to combine these skills with knowledge and understanding in order to design and make a product rooted in a real life and relevant context. Skills are taught progressively to ensure that all children are able to learn and practice in order to develop as they move through the school. Evaluation is an integral part of the design process that encourages children to reflect upon their product in order to adapt and improve it. This is a key skill which they will need throughout their life. D&T allows children to apply the knowledge and skills from other subjects, particularly Maths, Science and Art and captures their interest through theme learning, ensuring that links are made in a cross curricular way, giving children motivation and meaning for their learning. In addition, children learn about nutrition and develop basic cooking skills.

2. Implementation

Kapow Primary scheme of work is used to support delivery of Design and Technology lessons. Our Curriculum Map and subject unit plans contain the knowledge that we have identified as fundamental. Our subject unit plans have been carefully crafted by the Design and Technology Lead, identifying composite tasks and breaking them down in to component tasks to ensure sequential, layered knowledge acquisition. These subject unit plans also support our pedagogy of direct instruction and enable the effective induction of new staff. Our teaching style has a strong focus on 'sticky knowledge' and use of subject specific vocabulary. Teachers and children record evidence of learning in the class Design and Technology Floor Book and through photographs saved on the school network.

3 Design and Technology curriculum planning

3.1 Design and Technology is a foundation subject in the National Curriculum. At St. Alban's CE Primary School we use Kapow Primary scheme of work to support delivery of lessons. We have adapted this scheme to reflect our over-arching curriculum themes.

3.2 We carry out the curriculum planning in Design and Technology in three phases: long-term, medium-term and short-term. Our long-term plan maps out the themes covered in each term during the key stage.

3.3 Our medium-term plans give details of each unit of work for each term. These plans define what we will teach, including the main learning objectives and key questions and ensure an appropriate balance and distribution of work across each term.

3.4 We plan activities in Design and Technology using the school D & T progression map to ensure the children build upon the prior learning and are continuing to develop their skills, knowledge and understanding.

3.5 The whole school participates in a termly Design and Technology Showcase where children can present their plans, models and evaluations to the school and parents.

The Foundation Stage

4.1 Our Design and Technology curriculum and progression begins in EYFS as this subject enables children to make sense of the world in which they live. We believe that by making, changing and modifying (or designing) things for themselves, children come to a greater knowledge and understanding of the world and also develop a sense of agency.

Our D&T is also informed by and aligned to the following related Early Learning Goals (ELGs) :

Personal, Social and Emotional Development ELG:

Self-Regulation

Set and work towards simple goals, being able to wait for what they want and control their impulses when appropriate; Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Fine Motor Skills ELG:

Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy when drawing.

Expressive Arts and Design ELG:

Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the processes they have used.

4.2 We provide a rich environment in which we encourage and value creativity. Children experience a wide range of activities that they respond to, using the various senses. We give them the opportunity to work alongside other children and other adults. The activities that they take part in are imaginative and enjoyable.

5 Contribution of art and design to teaching in other curriculum areas

5.1 English

Design and Technology contributes to the teaching of English in our school by encouraging children to ask and answer questions about the starting points for their work. They have the opportunity to compare ideas, methods and

approaches in their own work and that of other children, and to say what they think and feel about them.

5.2 Mathematics

Design and Technology contributes to the teaching of mathematics in our school by giving opportunities to develop the children's understanding of shape and space through work in two and three dimensions.

5.3 Information and communication technology (ICT)

We use ICT to support Design and Technology teaching when appropriate. Children use software to explore shape, colour and pattern in their work.

5.4 Personal, social and health education (PSHE) and citizenship

Design and Technology contributes to the teaching of some elements of personal, social and health education and citizenship. The children discuss how they feel about their own work and the methods and approaches used by artists. The whole school frequently gets to view all the classes' Design and Technology during our Design and Technology showcase at Collective Worship.

5.5 Spiritual, moral, social and cultural development

We aim to teach children that each child is capable of artistic ability and that within art there is a huge amount of room for individual interpretation and ability. The teaching of art and design 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 of themselves. They also develop an understanding of different times and cultures through their work on famous artists, designers and craftspeople.

6 Teaching Design and Technology to children with special needs

6.1 Design and Technology is taught to all children. Design and Technology forms part of our school curriculum policy to provide a broad and balanced education for all our children. Our teachers provide learning opportunities that are matched to the needs of children with learning difficulties. Work in Design and Technology takes into account the targets set for individual children in their SEND plans.

7 Assessment and recording

7.1 We use formative assessment in lessons. Teachers record the progress made by children against the learning objectives for their lessons. At the end of a unit of work teachers make a judgement against the National Curriculum KPIs (Key Performance Indicators). The teacher records either expected standard, greater depth standard or working towards the expected standard, that each child has reached, and then uses this information to plan future work. This method of recording also enables the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. We

pass this information on to the next teacher at the end of each year in our formal transition meetings.

8 Resources

8.1 We have a wide range of resources to support the teaching of Design and Technology. All Design and Technology resources are in the Design and Technology storage cupboard.

Impact:

The impact of our Design and Technology curriculum is that all children understand the functional and aesthetic properties of a range of materials and resources. Children will understand how to use and combine tools to carry out different processes for shaping, decorating, and manufacturing products. As they progress through the curriculum, children will build and apply a repertoire of skills, knowledge and understanding to produce high quality, innovative outcomes, including models, prototypes and products to fulfil the needs of users, clients, and scenarios. Children will all apply the principles of healthy eating, diets, and recipes, including key processes, food groups and cooking equipment and be able to transfer this knowledge and skills in different contexts. Design and Technology enables self-evaluation and reflection on learning at different stages and identify areas to improve. All children will meet the end of key stage expectations outlined in the National curriculum for Design and technology

9 Monitoring and review

The monitoring of the standards of children's work and of the quality of teaching in Design and Technology is the responsibility of the Design and Technology subject leader, with support from the leadership team. The work of the subject leader also involves supporting colleagues in the teaching of Design and Technology, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The Design and Technology subject leader create an annual raising standards plan outlining the priorities for subject development throughout the year ahead. This is reviewed termly and fed back to the leadership team.

The subject leader also meets with the Art and Design governors during the year to share the Raising Standards priorities and review the progress towards each of the targets.

Policy review date – March 2024