



# English Martyrs'

CATHOLIC VOLUNTARY ACADEMY

## English Martyrs' Catholic Voluntary Academy Design Technology Subject Policy



*"At English Martyrs' Catholic Voluntary Academy, we offer a broad-based curriculum which promotes the spiritual, moral, cultural and physical development of our pupils and prepares them for the opportunities, responsibilities and experiences of adult life."*

### **Our statement of Intent for Design Technology:**

English Martyrs' aims for every child to experience an individual learning journey in Design Technology in order that they make excellent progress from whatever their starting point may be. DT is an enhancer subject in our curriculum - meaning that along with Art, it is integral to enhancing the learning within our termly topics throughout the school. These topics are guided by the National Curriculum and shaped to explore the children's interests.

At English Martyrs' DT encompass the key subject areas and disciplines including Cooking and nutrition, Materials, Mechanical Components and Mechanical Movement. DT at our school means providing our pupils not only with the opportunity to learn about and participate in each of these areas, but also providing them with the platform from which to be creative, to express themselves, find success and share these experiences, talents and abilities through presenting their work. As part of our enriching curriculum, we hold an annual inventors' Fair which prompts the children to design and create original ideas using our DT skills: we then invite judges from design and technology companies to visit and evaluate our designs. We have invited members of the Chamber of Trade to see our DT 'Town Planning' work. We have celebrated our local area's proud design and manufacturing heritage through links with the Centre of Quality Upholstery trade and Nottingham Lace factories. Through these connections, we aim to broaden and strengthen our children's design and cultural awareness and broaden the children's understanding of the application of Design Technology.

In line with the National Curriculum (2014), English Martyrs' ensures that Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, our 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 disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation



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NOTTINGHAM

English Martyrs' Catholic Voluntary Academy,  
Bracken Rd, Long Eaton, Nottingham NG10 4DA  
Tel: 0115 973 3209  
[enquiries@englishmartyrs.derbyshire.sch.uk](mailto:enquiries@englishmartyrs.derbyshire.sch.uk)



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Sherwin**  
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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.

## **DT in the EYFS**

Expressive arts and design is one of the seven areas of the Early Years Foundation Stage and is used to develop a child's imagination, creativity and their ability to use media and materials. Children do this in range of ways including singing songs and making music, dancing, playing with colours, textures and design. All these approaches to expressive arts help children to represent and understand their own feelings and ideas.

## **Our Implementation: Teaching and Learning in Design Technology**

The teaching and learning of DT is integrated into our learning challenge curriculum with Art and DT being the “enhancer” for the overall question. However, the DT curriculum is delivered explicitly so that children know exactly which subject they are learning within each topic. In order to ensure an individual learning journey, pre-learns are used to ascertain every child’s prior knowledge and skills before each topic. Teachers then adapt plans accordingly to support every child being challenged at the ‘leading edge’ of their learning. ‘Skills sheets’ and ‘Knowledge Mats’ are then produced and given to the children so that they can understand the aims of the topic. Varying teaching methods are adopted to suit a range of learning styles and resources are provided in order that all children are able to access the learning

Long-term and Medium-term plans show the curriculum coverage of DT. Progression in the objectives and skills can be seen across the year groups. The Subject leader has a thorough knowledge of the skills which are linked across the year groups and are therefore non-negotiable in order for children to make connections and build on prior knowledge. The subject leader has also identified new knowledge or “sticky knowledge” which must be purposefully taught and learnt. Short Term plans are produced by class teachers on a fortnightly basis for the teaching of DT.

## **Our Impact in DT**

We have self-evaluated our outcomes as Outstanding in DT for the following reasons: The vast majority of pupils are working at ARE or GDS, with all year groups making progress throughout the academic year. Pupils can articulate their knowledge and understanding of DT in a clear and consistent manner, appropriate for their age. This is evident consistently in their work produced.

Termly book scrutiny by the subject leader ensures that teachers have correctly identified vulnerable groups or focus children in each year group to allow for interventions to take place in order for these pupils to make rapid progress. Interventions for vulnerable groups such as SEN, EAL and Pupil Premium are a strength of the school.

## **Assessment**

DT is assessed using teacher judgements through observation of children’s involvement and their produced outcome in lessons. Teachers make an assessment of the children’s progression in alignment with the outcomes of the National Curriculum for their specific Key Stage and Year Group/s and highlight the child’s skills sheet accordingly. This skills sheet then becomes a working record of the child’s achievements and progress to date. Teachers then use insight as an overall assessment tool, giving their overall teacher judgment for each child, termly. The skills and knowledge for each year group are on insight for the teachers to assess against for each child.

## **Monitoring and Review**

Under the SLT, the Subject Leader will regularly monitor children’s work and of the quality of teaching and learning in DT. The role of the subject leader involves supporting colleagues, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. Monitoring will be carried out through:

- Learning walks
- Book scrutinies



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- Environment checks (displays, skills boards etc)
- Pupil voice meetings
- Staff interviews/questionnaires
- Planning (LTP/MTP/fortnightly) scrutinies

**Policy written by:** Shannon Daykin - September 2019

**Reviewed by:**



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