Whittingham C of E Primary School Policy for Design and Technology Spring Term 2022.

This policy was written and ratified during Spring Term 2022 and will be reviewed 2025 in line with our policy cycle review.

Our School Vision and Values

The children know these as the 3R's and underpin all that we do and account for much of the choice of our curriculum plans across the school:

'Hand in hand together we will become resilient, respectful and responsible citizens of our community and the wider world.'

School Aims:

• To provide an open, secure and welcoming Christian environment for each pupil. This is expressed through daily worship which acknowledges the presence of God in our lives.
• To further develop and value the partnership that exists between school and the local churches, in particular, through sharing weekly worship and to encourage an appreciation of the Christian faith and a familiarity with the local Christian heritage.
• To care for each pupils' safety, happiness and well-being.
• To value our pupils as individuals, developing their ability to take responsibility for themselves and their actions, promoting confidence and self-esteem, and respect for others and their environment.
• To equip our pupils with the knowledge to make informed choices about having a safe and healthy lifestyle.
• To offer opportunities for our pupils to become involved in the daily life of the school and to prepare them to play an active role as citizens locally and in the wider world.
• To provide a learning environment, which is challenging and stimulating yet ordered and disciplined.
• To provide a broad and balanced curriculum, setting realistic targets for each pupil.
• To extend and reinforce our pupils learning, making expectations clear, and raising achievement levels.

Aims of the Design and Technology curriculum at Whittingham C of E Primary School

Intent

At Whittingham C of E Primary school we aim to provide a broad and balanced curriculum to all our children. We understand that Design and Technology is a predominantly practical subject and allow all children time to safely explore and use real tools and equipment. We use Design and Technology to support our children to become effective communicators and keen problem solvers. We intend for all our children to build a wide repertoire of knowledge, understanding and skills which allow them to design and create prototypes and products effectively. Children have the opportunity to design, make, evaluate a range of different products for a range of different purposes. Resilience is one of our schools three R's and it is a key theme in our Design and Technology curriculum, where children are encouraged to become innovators and risk takers.

The national curriculum for **Design and Technology**

The National Curriculum describes what must be taught in Key Stages One and Two. Each teacher at Whittingham Church of England Primary School follows this detailed guidance thus ensuring continuity and progression in the teaching and learning of Design and Technology. The principles of design, make, evaluate, food and nutrition and technical knowledge are carefully planned into each topic. In the Foundation Stage (Nursery and Reception) the curriculum is guided by the Early Years Framework which leads directly into the National Curriculum.

Implementation

The skills and knowledge that children develop each year and through each cycle of planning is carefully mapped out throughout school. This ensures not only a progression of skills but a consolidation of them year on year. We understand that it is important to link Design and Technology to other subjects to enhance the children's experiences, but we also understand that key skills mustn't be missed. Key skills are carefully planned and taught at the beginning of a project when necessary or when a new skill is taught which the children have not yet been exposed to. Throughout our curriculum children have the opportunity to engage with first-hand tools which bring learning to life and allows children to think of creating with a real purpose in mind. We are also able to develop the children's skills outdoors, through carefully planned and resourced lessons in our forest school. Wherever possible, specialists are asked to come into school to provide children with memorable, first hand experiences.

Planning

Planning key to creating learning experience tailored to our children and it is undertaken at three levels:

Long term planning is based on the two-yearly teaching programmes set out in the National Curriculum.

Short term planning is carried out termly by each class teacher from the long-term planning overview.

Cross Curricular Links

Design and Technology is a subject which fits seamlessly with most subjects and, when planned carefully, can enhance all subjects. Wherever possible we use these cross curricular links to support the children's learning and understanding. An example of this is using scales in our cooking and nutrition lessons where children need to weigh their ingredients correctly.

Organisation
Art and Design in the nursery and reception classes (Expressive arts and design) is planned and delivered as a cross-curricular topic in line with the early years framework. In KS1 and KS2, Design and Technology is mainly planned and taught in accordance with the National Curriculum, making links to topic themes where appropriate. Part of each National Curriculum unit is taught on a termly basis, progressing each term. This ensures our children have a secure understanding of each skill by the end of each academic year.

We recognise that differentiation involves adjusting teaching to meet the learning needs of individual children. Differentiation should be taken into account when planning work, it is not possible to match every task to the ability of every child but there are certain strategies that can be adopted to ensure that most children are working at the right level.

Differentiation Techniques

- differentiation by outcome.
- differentiation by task.
- differentiation by teacher input.

Strategies to assist differentiation

- groupings by ability, setting targets at different levels.
- mixed ability group, peer support.
- incorporating stretch and challenge into activities.
- promotion of independence enabling smaller guided groups.
- adaptation of resources.
- use of visual aid, prompts, language mats etc.
- Setting tasks that are open ended.
- Setting tasks which can have a variety of results.
- Providing appropriate resources.
- Using additional adults to support the work of individual children or small groups.

Display
We recognise the important role display has in informing, stimulating, motivating, and celebrating the work of our pupils. Displays have an important role in helping to introduce new concepts or consolidate previously visited ones. Displays should include Vocabulary, taken from the vocabulary grids for each topic. This is the vocabulary which should be used by staff and taught to children. Vocabulary will also be sent out to parents on the half termly topic letters.

Impact
Children are taught to become creative, technical, and imaginative thinkers who look at the world with a problem-solving mind. Children will understand and apply the principles of nutrition and to learn how to cook. Children understand how key events and individuals in design and technology have helped to shape the world. Children will develop skills, attributes and a love of Design and Technology that stays with them beyond school and into adulthood. All children make progress in Design and Technology, regardless of their starting

point. At the end of their time at Whittingham C of E Primary School children will remember more, understand more and be able to use more skills.

Reporting
At the end of KS1 and KS2 each pupil's level of attainment and effort is recorded on their annual report. EYFS includes a summary of their child's progress in Design and Technology over the year. A copy of the child's annual report is given to the parent or carer.

Resources
Teachers keep all resources for their class in their classroom in a neat and tidy fashion. Resources are regularly checked to ensure that they are of a high quality. Children have a responsibility to look after their resources correctly and are taught to do this in the Early Years. When appropriate the children will clean and put away resources neatly when the lesson is complete.

Health and safety
Children are taught to use items of protective clothing such as aprons, overalls and gloves. They are encouraged to maintain a safe, neat and tidy working area. Teachers and pupils should be aware of potentially dangerous tools, where these are stored and who has access to them. Pupils are always supervised when using tools which can potentially cause harm, such as, knives, hammers, nails, saws, cooker or hand drills. Safety glasses will be worn when there is a risk of damage to the eyes.

Food Hygiene
Children are made aware of the need for hygienic food preparation in the Early Years. Children are taught to wash their hands thoroughly and work with teaching staff to ensure that the food preparation area is clean prior to the lessons. All surfaces must be cleaned thoroughly using anti-bacterial products prior to preparing food.

Equal Opportunities
As a staff we endeavour to maintain an awareness of, and to provide for, equal opportunities for all pupils in Design and Technology. We aim to take into account cultural background, gender and any special need, both in our teaching attitudes and in the published materials we use with our pupils. Design and Technology must be taught with regards to the abilities of the pupil to ensure the maximum amount of learning and progress takes place. Teachers ensure that pupils do not see areas of Design and Technology as more appropriate for boys or for girls but that the subject is for everyone to access and engage with, regardless of gender.

Children with Specific Needs (English as an Additional Language or Special Educational Needs)
Wherever possible we aim to fully include all pupils within all lessons so that they benefit from listening and participating with others in demonstration, discussion and explanation. Where necessary, teachers will, in consultation with the senco, draw up an individual plan for the child. Where appropriate, children may work on an individualised programme with support or specialist staff. Children may also receive targeted support within the classroom.

Specific planning to meet the needs of such children is identified in the teachers' short term planning. This may take the form of simplified or modified tasks or the use of support staff.

Stretch and Challenge
All children will be taught within the appropriate peer group. Children will be taught key skills and will be assessed at greater depth in their application of the skills across all areas of the curriculum.

Homework
Design and Technology does not form a specific part of the school's homework policy, however teachers may wish to support children's knowledge of the Design and Technology in the form of an at home project or research piece.

Role of the Coordinator
The curriculum coordinator works alongside the SLT to monitor standards of teaching and learning at our school. A structured cycle of planning and work scrutiny, observations, and pupil, parent and staff questionnaires will provide information to judge the effectiveness of the subject as well as future development points. The coordinator is responsible for ensuring the curriculum coordinator folder on the shared google drive is kept up to date, that staff are supported and given opportunities for curriculum development as well as resources being well organised, relevant and up to date. They will also ensure that the Curriculum Area for their subject on the school website is relevant and up to date.

The coordinator for Design and Technology is:
Tabitha Trafford