Design and Technology Policy

Our school helps us to walk with Jesus, to be the best that we can be. Through God's love and guidance, we create an ethos of shared endeavour, friendship, and cooperation to help us flourish academically, emotionally, and spiritually.

"I can do all things through Christ, who strengthens me."
Philippians 4:13

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Single Equalities Statement

The behaviour policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding in respect of pupils with special educational needs (SEN). At Baxenden St John's School, equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential - irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age, or any other recognised area of discrimination.

Although some Design and Technology activities have traditionally been preferred by one gender, we do not wish to assume such stereotypes; thereby depriving pupils of an opportunity to develop all their design skills. There will be no single sex groupings.

School Aims & Philosophy

- Our school is a happy place where everyone can **enjoy** coming together and having fun.
- Our school gives children the time and opportunities to **discover** their own spirituality and the nature of God.
- Our school provides opportunities for children to **learn,** grow in their understanding, and develop their independent thinking.
- Our school supports and guides the children to **achieve** as much as they are able and to feel proud of themselves.
- Our school **celebrates** the wonder of our creation, the diversity reflected in our local community, and all that is good in the lives of the children and the life of the school.
- Our school nurtures the desire of all children to **create** things and thoughts, which are unique to them and to share them confidently with others.
- Our school seeks to **inspire** children, so they will carry with them a vision of all that is possible, throughout their lives.

At Baxenden St. John's Primary School, we believe that learning should be a lifelong process and a rewardingand enjoyable experience for everyone. Through our teaching we focus on inspiring the children to learn, equipping them with the knowledge, skills and attitudes necessary to be autonomous learners, who reach their full potential. We believe that appropriate teaching and learning experiences contribute to children becoming successful learners, who lead rewarding lives as responsible citizens, surrounded by the love of God and rooted in Christian values. Our Design Technology curriculum follows the structure of INTENT, IMPLIMENTATION and IMPACT, as recommended by the Department for Education and monitored by OFSTED.

The Role of Curriculum Subject Leaders

- Monitor progress and attainment in subject areas and action plan to address areas of need;
- Support colleagues to develop practice and subject knowledge to maximise progress;
- Take the lead in policy development;
- Have responsibility for the purchase and organisation of resources for their subjects;
- Keep up to date with developments in their particular subject area are responsible for sharing this with colleagues.

The Role of Governors

- Governors support, monitor and review the school curriculum through strong and regular links with subject leaders, usually on a termly basis.
- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are best used to support successful teaching and learning;
- monitor teaching strategies in the light of health and safety regulations;
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- ensure that staff development and performance management policies promote good qualityteaching;
- monitor the effectiveness of the subject policy through the school's self-evaluation processes. These may include reports from subject leaders and the termly Head teacher's report to governors, as well as a review of CPD sessions attended by staff and given by the subject leader.

INTENT

At Baxenden St John's, by the end of Key Stage 2, Design and Technology (DT) will have offered children the chance to use creative thinking and design within a defined purpose and tangible outcome. Through a variety of creative and practical activities, pupils are taught the knowledge, understanding and skills needed to engage in a process of evaluating, designing and making. They will work in a range of contexts through our topic-based approach which allows for cross curricular links to be made.

Through the study of DT pupils acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, computing and art. Pupils will learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they will develop a critical understanding of its impact on daily life and the wider world.

The core curriculum for Design and Technology aims to ensure that all pupils:

- 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

IMPLEMENTATION (achieved through effective teaching and learning)

Planning

Skills and progression in Design and Technology is planned through the use of Lancashire Key Learning documents (KLIPS), and enriching experiences. Teachers from Foundation Stage to Year 6 will plan to ensure full coverage of the skills relating to the Design and Technology curriculum for their year group throughout the year. Teachers will plan before the start of each unit, pointing out the key skills that will be taught and developed throughout. In each unit, drawing will be practiced and developed, on a whole class, group and one to one basis, to ensure the best possible outcomes and link with art skills for the children. Learning activities are sequenced to ensure progression, and folders used throughout the school to evidence and record work. There is a cross-curricular approach to Design and Technology and many other subjects offer opportunities for the children to use their technical skills.

Creative Curriculum

In most cases, the Design and Technology will be taught as part of the creative curriculum. This means that it is planned and taught to run alongside an overall topic. Where this is not relevant, Design Technology will become a discreet subject – taught as a stand-alone subject.

Key Stage One

During Key Stage One, Design and Technology is about developing children's knowledge, understanding and skills needed to engage in an iterative process of designing and making, through providing creative and practical activities, which relate to their own experiences and identity.

Pupils should be taught to:

- Design purposeful, functional, appealing products for themselves and other users based on design criteria
- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
- Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
- Explore and evaluate a range of existing products
- Evaluate their ideas and products against design criteria
- Build structures, exploring how they can be made stronger, stiffer and more stable

- Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

Key Stage Two

During Key Stage Two, Design and Technology is about developing children's knowledge, understanding and skills needed to engage in an iterative process of designing and making, through providing creative and practical activities, which relate to relevant contexts such as the home, school, leisure, culture, enterprise, industry and the wider environment.

Pupils should be taught to:

- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
- Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities
- Investigate and analyse a range of existing products
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- Understand how key events and individuals in design and technology have helped shape the world
- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- Apply their understanding of computing to program, monitor and control their products.

Cooking and Nutrition

"As part of their work with food, children will be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking, pupils will also open a door to one of the greatest expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life."

National Curriculum 2014

Pupils should be taught to:

Key Stage One

- Use the basic principles of a healthy and balanced diet to prepare dishes
- Understand where food comes from

Key Stage Two

- Understand and apply the principles of a healthy and varied diet
- Prepare and cook a variety of predominantly savory dishes using a range of cooking techniques
- Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed

Inclusion

All pupils have access to a broad and balanced curriculum, which includes Design and Technology. In particular, Design and Technology offers the opportunity for children to achieve in a technical, practical subject, as they are encouraged to communicate and solve problems in different ways (not writing).

At Baxenden St John's we are working towards an outstanding status, that provides an enriching and creative learning experience for all pupils, regardless of their individual needs. We respond to the diversity of need through our commitment to equality and overcoming potential barriers to learning.

It is important to concentrate on pupils' abilities and needs, not on their disabilities and handicaps. At times it may be necessary to have the support of a classroom assistant or teacher, to aid with the management and progress of a particular child during Design and Technology lessons.

IMPACT OF CURRICULUM (Assessment, Recording and Reporting

Assessment for Learning is an integral part of the planning and teaching of Design Technology, to ensure lessons are well-paced and that all pupils make progress in learning through facilitated variation & differentiation. Prior assessment of the pupils' understanding should be used to inform the planning of lessons with a clear progression in knowledge and skills. Opportunities are planned to enable children to develop and apply their skills, knowledge and understanding across the curriculum.

The assessment of children's work is ongoing to ensure that understanding is being achieved and that progress is being made. Feedback is given to children as soon as possible, any written marking of work will be guided by the school's Marking Policy. Activities are planned with clear learning objectives that focus on specific skills, taken from the Lancashire KLIPS documents, and are taught at the appropriate level. Samples of work are evaluated by the subject leader through work scrutinies and learning walks.

Reports to parents are completed during the academic year where indications are made as to the individual's progress in this area of the curriculum. (Reporting of Design Technology at the Foundation Stage appears within the Personal, Social and Emotional Development, Physical Development, Understanding the World and Expressive Arts and Design areas of learning). An annual summative record is kept of each child's progress in music. The children are assessed as either working below (B) age related expectations, working towards ARE (WTS), at ARE (EXP) or working at greater depth (GD) within ARE for their year group. Foundation Stage will compile an ongoing profile for each individual child as part of their learning journey.

Record Keeping and Assessment

Assessment and record keeping is used to inform future planning and ongoing teacher assessment has always been an integral part of good practice. Class teachers should keep records of work carried out by pupils and levels of achievement of the work. Photographs are also a useful tool to keep as a reminder of pupil's achievements. Samples of work are also kept in a portfolio by the Design and Technology coordinator.

Progress against key objectives is tracked using the Design and Technology Key Learning documents for a child's year group, and assessment will be based on these objectives. Teachers will make full use of formative assessment techniques, in terms of written and verbal feedback during and after lessons. This is essential for giving the pupils an overall view of their progress, and areas, which need to be developed.

Children's progress in Design and Technology is reported to parents through to pupil annual report.

Health and Safety

Children should be working in a safe environment, both in and out of the classroom.
When working with tools, equipment and materials, in practical activities and in different environments, including those that are unfamiliar, pupils should be taught:

- About hazards, risks and risk control
- To recognise hazards, assess consequent risks and take steps to control the risk to themselves and to others
- To use information to assess the immediate and cumulative risk
- To manage their environment to ensure the health and safety of themselves and others
- To explain the steps they take to control risks

Monitoring and Review

This music policy will be reviewed annually. The Governors Curriculum Committee will be informed of any significant changes in the policy for their approval. The policy is available on the school website.

This policy should be read in conjunction with the following school policies:

- Home School Agreement
- Marking and Feedback Policy
- Homework Policy
- Assessment, Recording and Reporting Policy
- Behaviour