

All Saints, Church of England Primary School



Design Technology Policy

Proverbs 22: 6

Start children off on the way they should go, and even when they are old they will not turn from it.

This Policy should be taken and used as part of All Saints, Church of England Schools overall strategy; and applied and interpreted within the context of our vision, our instrument of Government, and our Aims and Values as a Church of England School

1 Introduction

1.1

All Saints' Church of England Primary School has a strong, active and engaging curriculum that challenges and inspires individuals. We provide curriculum experiences, unique to the locality of All Saints and our place in the global community.

Curriculum intent

Our DT Curriculum aims to equip students with the knowledge, skills and attitudes they need to become successful, innovative young designers and makers.

By building on prior experience, students progressively develop technical skills and practical expertise. They are encouraged to think creatively, imaginatively and be ambitious in their design ideas. They are given opportunities to solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They learn to recognise the importance of design and technology in the real world and its relevance in everyday life.

They are given opportunities to learn about and be inspired by designs and designers past and present who have impacted on life across the world.

Through the design, make, evaluate process, students are guided to develop skills of team work, communication, resilience and reflectiveness through problem solving. They learn to use knowledge and understanding from other curriculum areas including mathematical, scientific, computing and art skills, applying them in relevant and practical contexts. In this way, we aspire for our students to become articulate, dynamic thinkers able to approaching new challenges with confidence and enthusiasm.

Curriculum Implementation

4.1 The Learning Journey

All teaching and learning is carefully planned in order our staff facilitate student discourse and thinking to nurture an environment that is alive with discovery, enquiry, critical thinking, problem-solving and collaboration. Lessons have an explicit purpose, derived from the national curriculum. Pupils take ownership and responsibility for learning and next steps. In all subject areas, teachers maintain high expectations and build pupil confidence with the aim to create a culture of learning without limits.

4.2 **Organisation and planning**

We plan a broad and balanced curriculum carefully and ensure there are

meaningful links between subjects, so that there is coherence and full coverage of all aspects of the National Curriculum and early learning goals, and there is planned progression in all curriculum areas.

Due to the mixed age classes, we operate a two year planning cycle. Copies of the long term and medium term plans are held by the class teachers, subject coordinators and head teacher.

We plan our curriculum in two phases.

- We agree a long-term plan, linked to the National Curriculum Key Stages 1 and Key Stage 2 This indicates what topics are to be taught in each term, and to which groups of children. We review our long-term plan on an annual basis checking curriculum coverage and progression of skills.

- Our short-term plans are those that our teachers use on a termly, weekly or daily basis. We use the programmes of study to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson

5 Resources

We ensure that we have sufficient resources for engaging children creatively in this subject. The school invests in new computing hardware and software to keep up to date with the fast changing technological developments. The children have access to a range of tools and equipment to develop their skills in joining, cutting, shaping and finishing when developing a DT product. Equipment is stored in the Kitchen cupboards.
Time is spent to review safety procedures and support/ supervision when using tools and equipment.

6. **Children with special needs**

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so only after the parents of the child have been consulted.

Refer to SEN policy

7. The Foundation Stage

The curriculum that we teach in the reception class meets the requirements of the EYFS. Please refer to EYFS policy

Curriculum Impact

8.1 Skills progression and assessment

8.2 In our curriculum planning we highlight skills, so that the children's progress in all of these areas can be identified and monitored. All subject areas contribute to a child's progress in these skills. Our school believes that all children need to make good progress in order to develop to their true potential.

8.3. The role of the subject leader

8.4 The role of the subject leader is to:

- to develop and then monitor the subject policy.
- provide a strategic lead and direction for the subject;
- have an overview of the whole school provision
- support and offer advice to colleagues on issues related to the subject;
- monitor pupil progress in that subject area;
- understand the progression of skills through the school.
- provide efficient resource management for the subject.

9. Monitoring and review

9.1 *Our Local Governing Committee is responsible for reviewing and monitoring the school curriculum.*

9.2 *The headteacher ensures that the curriculum is designed, delivered and reviewed at the school in accordance with the trust-wide curriculum policy*