North Ferriby C E Primary School

Design Technology Policy

Date of New Policy:	Summer 2015
Review Date:	Summer 2017
Policy Type:	School
Co-ordinators:	Lisa Chappelow
Link Governor:	Jonathan Luckhurst
Committee:	Curriculum

A Christian School with children at its heart.

Christian Values Statement:

At North Ferriby CE Primary School, we keep Christian values at the heart of our school community where we live, love and learn together.

Ethos Statement for North Ferriby CE VC Primary:

Recognising its historic foundation, the school will preserve its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish and diocesan level.

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice.

It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers to all its pupils.

YORK DIOCESAN BOARD OF EDUCATION

1.   Introduction:

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, 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 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.

'The National Curriculum Reform — September 2013'

KEY SKILLS:

Design
Research, develop design criteria, develop ideas, communicate ideas.

Make
Select appropriate tools and equipment. Select from and use a range of materials.

Evaluate
Analyse a range of existing product. Evaluate against the design criteria. Understand how events and designers have shaped the world.

Technical Knowledge
Build structures and investigate techniques for strengthening and improving structures. Understand mechanical and electrical systems. Use ICT to control and monitor products.

Cooking and Nutrition
Learn how to cook and to apply the principles of healthy eating and nutrition.

2.   Aims:

The national 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.

3.   Planning:

- **Long term planning:** The school adopts a topic based approach to long term planning. Topics usually last for one term and run on a two year rolling programme due to our mixed aged classes. Sometimes the school forward plans a whole school topic (e.g. 70th anniversary of VE day).
- **Medium Term Planning:** Once the topics are agreed, the school uses the online planning tool to set out which areas of each subject will fit best into each topic. This document ensures that for each subject there is full coverage of the statutory curriculum throughout the school.
- **Short Term Planning:** Each teacher uses the 'Chris Quigley – Key Skills' document to ensure that the pupils in their class are accessing the curriculum at the correct level through the topic they are covering.

All DT projects must be linked to real life situations. This is achieved either by directly linking them to topics covered in other curriculum areas or by using them to teach pupils vital life skills (e.g. cooking, problem solving, evaluation etc)

4.   Links with other Curriculum areas:

- Science
- Maths
- Computing
- Literacy

5.   Assessment:

Formative assessments will be made regularly and used to inform teachers planning.
Pupils will be judged against 'Age-Related Expectations' from the DT curriculum and summative records made each term.

6.   The Role of the Coordinator:

- Update subject documents and policies
- Monitor and maintain resources
- Identify and provide for CPD needs
- Monitor coverage of DT throughout the school
- Advise and support staff

7.   Health and Safety:

Pupils must carefully listen to instructions and follow the safety rules when using tools such as saws, screw drivers, skewers etc.

8.   Equal Opportunities:
All children should have the opportunity to participate in art and design regardless of race, creed, ability or gender. Where necessary, adaptations will be made to resources. Differentiation will ensure that both gifted and special needs pupils have access to the subject. The different teaching methods used will ensure that all learning styles (visual, auditory and kinaesthetic) can succeed.

9.   SEND:
We teach DT to all children, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties. When teaching DT we take into account the targets set for the children in their Individual Education Plans (IEPs).

10.   Christian Values:
Our core Christian values are Friendship, Forgiveness, Trust, Service and Creation. Examples of how some of these values are explored through the History curriculum are as follows:
- **Friendship forgiveness and trust** are explored by working on projects together in teams
- **Service** is explored by studying how technology over the years has been developed and used to help others
- **Creation** is explored by studying the world around us and learning how nature can be used to influence our designs

11.   Skills for Life:
Pupils develop:
- Teamwork skills
- Problem solving
- Independent thinking
- Evaluation skills
- Perseverance
- Communication and persuasion