



Elston Hall Design Technology Policy

Subject leader and Curriculum Co-ordinator:

Miss J Fellows

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Elston Hall Primary School

D&T Policy Statement

Elston Hall is a very large primary school close to one of the main routes into the city. It serves an area with some degree of deprivation. Around a quarter of the pupils are from

minority ethnic backgrounds, but nearly all speak English as their first language. Attainment on entry to the Nursery is below average.

Type of school: Primary
Age range of pupils: 3-11
Number on roll: 686

School category: Community
Gender of pupils: Mixed

Elston Hall School: Our Shared Vision:

At Elston Hall we recognise the importance of teaching British values in line with the definitions identified in the 'Prevent Strategy values' 2011

Pupils:

- Are happy and secure in school and in their learning.
- Feel valued and develop as independent learners.
- Behave well, are respectful and polite and take responsibility for their actions.
- Enjoy their learning and are well motivated to fully achieve their potential whatever their background and ability.
- Are kind and caring towards each other, taking pride in their own heritage and cultural tradition whilst being understanding and tolerant of others.
- Become technologically confident and cope in an increasingly sophisticated world.
- Are hardworking and well-motivated looking at ways to improve their own performance.
- Develop their self-esteem and take pleasure in the success of others.

What is D&T?

At Elston Hall Primary School children learn to produce practical solutions to real problems. Children develop technical understanding and making skills, learn about design methods and investigate their environment and the materials around them.

Local and National Guidance:

The teaching of art at Elston Hall Primary School is based on the framework within which we aim to deliver art at appropriate levels. Across each Key Stage all skills will be covered showing progression relative to pupils' age.

This policy and our planning of D&T are in line with guidance from the DFE and follow the most recent changes to the National Curriculum, including the purpose of study and National curriculum aims:

National curriculum 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.

National curriculum purpose of study

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.

Equal Opportunities

All children should be presented with the opportunity to experience success, regardless of race, ethnicity, gender, ability or disability. Good quality work to the best of their ability is the target for everyone.

Planning Teaching and Learning

Teachers will plan varied and suitably challenging D&T activities in line with the National Curriculum. In both KS1 and KS2 art will be incorporated into half-termly blocks. In the Foundation stage, D&T skills are taught through Knowledge and Understanding of the World.

Medium Term Planning

This should include details of:

- Learning objectives (which focus on artistic learning not the activity and may be differentiated)
- Clear steps to learning (which guide the children through their learning for the lesson and may be differentiated)
- Key questions shown in red
- Shared teaching of art skills for the lesson
- Activities (through which the art skills will be developed, these may be differentiated)
- Teaching assistant support

Our planning will follow the National curriculum guidelines to ensure that progression is maintained across the key stages and that the correct skills, age appropriate, are taught:

National curriculum subject content

Key stage 1

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].

When designing and making, pupils should be taught to:

Design

- 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

Make

- 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

Evaluate

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria

Technical knowledge

- 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 2

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].

When designing and making, pupils should be taught to:

Design

- 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

Make

- 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

Evaluate

- 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

Technical knowledge

- 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, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great 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.

Pupils should be taught to:

Key stage 1

- use the basic principles of a healthy and varied diet to prepare dishes
- understand where food comes from.

Key stage 2

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

Assessment, Reporting and Recording

(National curriculum attainment targets:

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.)

Teachers will assess learning throughout lessons and adjust their teaching plans as necessary. National curriculum guidelines, level descriptors and 'I can' statements will help to ensure children are taught skills at the correct level, and planning will be annotated with reference to children's acquisition of knowledge and development of skills. Three pupils of above average, average and below average level of attainment will be assessed during/at the end of each half termly unit of work (using the age appropriate skills assessment sheets for guidance). This assessment will then help with teacher's assessment of all pupils. A monitoring timetable will include learning walks, book trawls, planning trawls and observations. Coverage of National Curriculum objectives will be monitored by the subject leader.

Health and Safety

Children will be given suitable instruction on the operation of all equipment before being allowed to work with it. They should be strictly supervised in their use of equipment at all times. Children should be taught to respect the equipment they are using and to keep it stored safely while not in use. They should be taught to recognise and consider hazards and risks and to take action to control these risks, having followed simple instructions.

For further details see the Health and Safety policy.

The role of the D&T Co-ordinator

- Act as Leader for D&T; leading and coordinating the learning and teaching within the subject
- Contribute to the school's programme of monitoring and self-evaluation to ensure high standards attained by pupils in D&T
- Support and observe colleagues as part of self-review process encouraging the evaluation and sharing of good practice
- From evidence of monitoring and self-review activities contribute objectives to the School Improvement Plan and its termly review
- Establish resource priorities and monitor the effectiveness of resource usage and spending
- Create reports and action plans for a range of audiences; Governors, Leadership Team etc...
- Maintain a sound knowledge of statutory curriculum requirements and the procedures for assessment, recording and reporting of pupil progress to a range of audiences.
- Ensure staff have access to information and guidance relating to D&T and liaise with professional development coordinator to ensure staff and school offer subject coverage and balance.
- Have total support of the school aims and ethos and the leadership drive to ensure them.
- Undertake any other duties or responsibilities which may be reasonably regarded as within the nature of the post or determined by the Headteacher
- Act as a role model for others through the setting of high personal standards of classroom practice. These to include the development of an effective learning environment that fosters high standards of achievement and behaviour.

Future actions

At Elston Hall Primary School we are reviewing our planning of D&T in line with the changes to the National curriculum. Our new medium term plans are being used to teach pupils from September 2014. These changes will be monitored to ensure correct coverage. If any further changes to the National curriculum occur, these will also be incorporated into our planning.