DT at the Federation of
Grewelthorpe and Fountains CE Primary Schools

Believe Learn Flourish
"Faith, Hope and Love, but the greatest of these is Love."
1Corinthians 13:13

"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."

National Curriculum 2014

Our Intent

At the Federation of Grewelthorpe and Fountains C of E Primary Schools, our aims are to: fulfil the requirements of the National Curriculum for design and technology, provide a broad and balanced curriculum, ensure the progressive development of knowledge and skills, to learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens through evaluation of past and present design and technology, develop a critical understanding of its impact on daily life and the wider world, to participate successfully in an increasingly technological world using the language of design and technology. We aim to achieve our vision to Believe, Learn and Flourish through our core values of faith, hope and love.

The aims of teaching design and technology in our school are:

- Develop creative, technical and imaginative thinking in children and to develop confidence to participate successfully in an increasingly technological world.
- Enable children to talk about how things work and to develop their technical knowledge,
- Apply a growing body of knowledge, understanding and skills in order to design and make prototypes and products for a wide range of users,
- Encourage children to select appropriate tools and techniques when making a product, whilst following safe procedures,
- Develop an understanding of technological processes and products, their manufacture and their contribution to our society,
- Foster enjoyment, satisfaction and purpose in designing and making things,
- Critique, evaluate and test their ideas and products, and the work of others,
- Understand and apply the principles of nutrition and to learn how to cook,
- Understand how key events and individuals in design and technology have helped shape the world.

Implementation

To ensure high standards of teaching and learning in design and technology, we implement a curriculum that is progressive throughout the whole school. Design and technology is taught as part of a termly theme or as an enrichment week within the term, focusing on knowledge and skills stated in the National Curriculum.

The design and technology curriculum is based upon the 2014 Primary National Curriculum in England, which provides a broad framework and outlines the knowledge and skills taught in each Key Stage. Teachers plan lessons for their class using our progression of knowledge and skills documents. Teachers can use these documents to plan their design and technology lessons suitable to their class's interests and what they want to learn about. The progression document ensures the curriculum is covered and the skills/knowledge taught is progressive from year group to year group.

When teaching design and technology, teachers should follow the children's interests to ensure their learning is engaging, broad and balanced. A variety of teaching approaches are used based on the teacher's judgement.

We provide a variety of opportunities for design and technology learning to take place inside and outside the classroom.

Educational visits are another opportunity for the teachers to plan for additional design and technology learning outside the classroom. The children have many opportunities to experience design and technology on educational visits. The children have visited local museums, food establishments and had visitors into school to share learning and have hands on experiences. In recent years, teachers have linked with local high schools to use their facilities, technology and expertise.

Planning and Resources

On-line DT plans and resources, produced by the Design and Technology Association, are available on the shared drive. Teachers consult these to ensure technical accuracy in their teaching and to inform the programme of study for their year group. The key skills and knowledge for each Design and Technology Topic have been mapped by each year group to ensure that these are progressive from one year to the next. Planning considers cross curricular opportunities, and these are stated on the school's knowledge and skills progression mapping and embedded in practice. The context of the school, including the use of local resources and places to ensure relevance, is also considered at planning level. To support CPD and inform specific projects, the Design and Technology Association resources also include sketches and diagrams, teaching tips and techniques, suggestions on class organisation, links to resources and a glossary of technical terminology related to specific projects. It also provides an example of how children might engage in an 'iterative' designing and making process. Teachers will either select materials needed to complete a DT project from the DT Resource area, purchase any materials needed for the design, construction and evaluation of a project or decide to use recycled materials or junk

modelling to help complete a project. Children are taught to use tools and equipment in a sensible, safe and efficient manner.

Equal Opportunities and Special Needs

Teachers ensure that pupils have access to the range of Design & Technology activities and use opportunities within Design & Technology to challenge stereotypes.

Pupils are encouraged and supported to develop their Design & Technology capability using a range of materials. Teaches differentiate activities within Design & Technology to ensure that the specific needs of individual children are best met.

Assessment and Recording

Assessments of tasks are carried out at the end of a unit of work. The annual report to parents includes comments on pupil progress. The subject coordinator also monitors the teaching and learning of design technology throughout the school.

Safety Guidelines

Staff should refer to the school's Health & Safety Policies and the risk assessments for using the portable cooker.
It is the responsibility of teachers to teach the safe use of tools and equipment and insist on good practice.

Food Hygiene & Safety

Perishable food is bought and /or brought in and used on the day it needed.

Non-perishable food (eg some dry foodstuffs) may be safely stored for future use, providing the "Use by Dates" are still relevant at the time of use. Disposal of stored items of food is the responsibility of the class teacher

Teachers and support staff will oversee that cupboards, worktops and cookers etc are clean and in working order. Plastic disposable aprons should be worn. Adults and children should follow strict hygiene principles.

Teachers should ensure that dietary requirements, including any allergies, are catered for when children are involved in tasting food and allergy forms completed.

Role of the Subject Leader

The subject leader will monitor the teaching and learning of Design and Technology across the school; ensuring a high quality, broad and stimulating curriculum. They will also support and facilitate opportunities that support the continued professional development of teachers in the teaching and learning of Design and Technology. A range of good-quality materials and tools, which enable teachers to resource and teach the subject effectively, will be maintained by the subject leader. The subject leader will directly support the school's commitment to:

• provide access to places of design and technological significance and learning outside the classroom,

• provide access to people with specialist design and technology skills from the local and wider community

Grewelthorpe & Fountains CE Primary Schools Federation

Policy:	DT Policy
Signed Chair of Governors:	R Bain
Governors Meeting Ratified:	Spring 24
Review Date:	Spring 25
Review schedule	Annually