



Guyhirn Church of England Primary School & Pre-school

Member of the Diocese of Ely Multi Academy Trust

This policy was ratified in:	February 2016
Reviewed:	March 2019, 2021, March 2022 March 24 December 25
To be reviewed:	December 2026

D & T Policy

Our Vision

Agape – To live, to learn, to love together

Through our Christian values we aim to inspire all of our school community to show equality and tolerance to all in a safe, challenging environment.

Developing resilient, aspirational and compassionate individuals who are enthused by all faiths and lifestyles showing faith and belief in one another.

“Live in agreement with one another. Do not be proud but ready to mix with everyone. Do not think yourself better than others.” - Romans 12:16

“An intelligent heart acquires knowledge, and the ear of the wise seeks it out.” - Proverbs 18:15

“Love the Lord your God, and love your neighbour as yourselves.” - Matthew 22:37

Our Values

We are a small, family centered Church of England Primary School that is committed to promoting our Christian values of Thankfulness, Compassion, Creativity, Peace, Hope, Endurance, Forgiveness, Tolerance, Kindness, Respect, Trust and Friendship each linked with the core value of Love.

We are determined to create an inclusive culture of learning where everyone will be challenged in their thinking, to succeed to the best of their abilities and strive to become lifelong learners.

We will empower our children to become respected citizens to enable them to make valuable contributions locally, globally and to contribute to our world's sustainable future.

Aims & Objectives

Guyhirn Church of England Primary School aims to provide children the opportunity to develop towards their full potential; academically, emotionally and socially:

- Providing the highest standard of education to enable children to acquire the skills, knowledge and concepts relevant to their future.
- Promoting an ethos of care, mutual respect and support, where effort is valued and success celebrated.
- Enabling children to become active, responsible and caring members of the school and wider community.
- Design and technology prepares children to take part in the development of tomorrow's rapidly changing world. Creative thinking encourages children to make positive changes to their quality of life. The subject encourages children to become autonomous and creative problem-solvers, both as individuals and as part of a team. It enables them to identify needs and opportunities and to respond by developing ideas, and eventually making products and systems. Through the study of design and technology, they combine practical skills with an understanding of aesthetic, social and environmental issues, as well as of functions and industrial practices. This allows them to reflect on and evaluate present and past design and technology, its uses and its impacts. Design and technology helps all children to become discriminating and informed consumers and potential innovators.

The school works towards these aims by:

- Promoting high quality learning and attainment.
- Providing a high quality learning entitlement and environment.
- Valuing ourselves and others.
- Working in partnership with parents and the community.

Implementation Aims

General

- To ensure all staff, children, parents/carers and Governors are aware of the aims for learning and teaching Art at Guyhirn Church of England Primary School & Pre-School and that these are consistently applied.

School Staff

- To promote a confident, positive attitude towards the learning and use of Art making it an enjoyable experience;
- To enable the children to be able to observe, use first-hand experience and have the confidence to create their own ideas.
- To develop their ability by using a range of materials, tools, and techniques within art lessons.
- To foster an enjoyment and appreciation of art, both looking at their own work and the work of others.

- To increase the children's knowledge of artists, craftspeople and designers who have influenced work in this area from a range of cultures and time periods.
- To help them gain a critical awareness of art's place within different periods and cultures.

Children

- To develop an enjoyment of creative art and see themselves as artists.
- To be able to express their own ideas, through art and give meaning to the world around them.
- To learn, develop and build on a wide range art skills.
- To be able to use a range of materials, tools and techniques at a comfortable level for them.
- To be able to be critical in evaluating their own and other people's work, giving an opinion on what they think might improve the piece of work.
- To develop an awareness of how art relates to other areas and the influence it has upon the world in which we live.

Parents and Carers

- To be understanding and supportive of our aims in learning and teaching Art.
- To support the children with any art that they may undertake at home.
- To help develop a child's talent for art where necessary and value it as a subject.
- To encourage and praise their child's efforts.
- To come into school and look at the art work that the children have created.

Governors

Governors will:

- a) Through monitoring assess the quality of education;
- b) Visit the school and talk to pupils about their experiences of the curriculum area;
- c) Promote and support the positive involvement of parents in the curriculum area;
- d) Attend training and other events relating to the particular curriculum area as and when required;
- e) Share monitoring reports with the LGB including recommendations;
- f) Be understanding and supportive of our aims in learning and teaching Art and review the Art Policy bi-annually.

Intent

The scheme of work is designed to inspire pupils to be innovative and creative thinkers who have an appreciation for the product design cycle through ideation, creation and evaluation. We want pupils to develop their confidence to take risks, through drafting design concepts, modelling and testing and to be reflective learners who evaluate their work and the work of others. We aim to support children to build an awareness of the impact of design and technology on our lives and encourage pupils to become

resourceful, enterprising citizens who will have the skills to contribute to future design advancements.

Implementation

Our design and technology scheme has clear progression of skills and knowledge within the 5 attainment target strands set out in the National Curriculum:

- Design
- Make
- Evaluate
- Technical knowledge
- Cooking and Nutrition.

The curriculum overview shows how the units cover the National Curriculum attainment targets and the progression of skills shows the skills that are taught in each year group and how these skills develop, to ensure that attainment targets are securely met by the end of each key stage.

The scheme supports pupils to develop their skills in 6 key areas:

- Mechanisms
- Structures
- Textiles
- Cooking and nutrition
- Electrical systems (KS2).
- Digital world (KS2).

Each of these areas follows the design process (design, make and evaluate) and has a theme and focus from the technical knowledge section of the curriculum. It is a spiral curriculum with key areas revisited repeatedly with increasing complexity allowing pupils to revisit and build on their previous learning.

Lessons incorporate a range of teaching strategies from independent, paired and group work tasks, which can be practical, computer based and inventive tasks. This means that lessons are engaging and appeal to those with a variety of learning styles.

Differentiated guidance in the lessons ensure all pupils can access the lessons and there are opportunities to stretch pupils' learning when necessary. The Knowledge organisers for each unit support pupils with building factual knowledge with the recall of key facts and vocabulary.

The scheme enables staff to deliver a highly effective and robust Design and Technology curriculum, as they are able to develop strong subject knowledge because each unit has multiple teacher videos to support subject knowledge and ongoing CPD.

The Early Years Foundation Stage

- We encourage the development of skills, knowledge and understanding that help EYFS children make sense of their world as an integral part of the school's work. For pre-school and reception children we follow the foundation stage and we relate the development of the children's knowledge and understanding of the world to the objectives set out in the Early Years Foundation Stage curriculum.
- This learning forms the foundations for later work in design and technology. These early experiences include asking questions about how things work and investigating to develop their exploration and critical thinking skills. They will be

using a variety of construction resources, materials, tools and products, developing making skills and handling appropriate tools and construction material safely and with increasing control.

- We provide a range of experiences that encourage exploration, observation, problem solving, critical thinking and discussion. These activities, indoors and outdoors, attract the children's interest and curiosity.

KS1 and KS2.

As a school we plan and create 6 Design and Technology days throughout the academic year (one each half term).

We follow the Kapow Primary Design and Technology scheme of work. Following the block of lessons for each topic on one day. This is to support children with the plan, design, make, and evaluate process - to ensure all the knowledge and skills are fresh in their minds and not forgotten by the next week. Making the creating and reflective evaluation more comprehensive and having a positive impact on both their knowledge and skills.

Impact.

The impact of the scheme and the Design and Technology curriculum can be monitored through both formative and summative assessment. The units all have guidance to support teachers in assessing pupils against the learning objectives. Furthermore, each unit has a quiz and knowledge catcher which can be used at the start (pre-assessment) and end (post assessment) of the unit.

Contribution of design and technology to teaching in other curriculum areas

English

Design and technology contributes to the teaching of English in our school by providing valuable opportunities to reinforce what the children have been doing during their English lessons. Discussion, drama and role-play are important ways that we employ for the children to develop an understanding of the fact that people have different views about design and technology. The evaluation of products requires children to articulate their ideas and to compare and contrast their views with those of other people. Through discussion, children learn to justify their own views and clarify their design ideas.

Mathematics

In design and technology, there are many opportunities for children to apply their mathematical skills through choosing and using appropriate ways of calculating measurements and distances. They learn how to check the results of calculations for reasonableness, and learn how to use an appropriate degree of accuracy for different contexts. Children learn to measure and use equipment correctly. They apply their knowledge of fractions and percentages to describe quantities and calculate proportions. The children will carry out investigations and in doing so they will learn to read and interpret scales, collect and present data, and draw their own conclusions. They will learn about size and shape, and make practical use of their mathematical knowledge, in order to be creative and practical in their designs and modelling.

Personal, social and health education (PSHE) and citizenship

Design and technology contributes to the teaching of personal, social and health education and citizenship. We encourage the children to develop a sense of responsibility in following safe procedures when making things. They also learn about health and healthy diets. Their work encourages them to be responsible and to set targets to meet deadlines, and they learn, through their understanding of personal hygiene, how to prevent disease from spreading when working with food.

Spiritual, moral, social and cultural development

The teaching of design and technology offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Our groupings allow children to work together, and give them the chance to discuss their ideas and feelings about their own work and the work of others. Through their collaborative and cooperative work across a range of activities and experiences in design and technology, the children develop respect for the abilities of other children, and a better understanding of themselves. They also develop a respect for the environment, for their own health and safety, and for that of others. They develop their cultural awareness and understanding, and they learn to appreciate the value of differences and similarities. A variety of experiences teaches them to appreciate that all people are equally important, and that the needs of individuals are not the same as the needs of groups.

Design and technology and Computing

Computing enhances the teaching of design and technology, wherever appropriate, in all key stages. Children use software to enhance their skills in designing and making things. The children also use computing to collect information and to present their designs through a range of design and presentation software.

Design and technology and inclusion

At our school we teach design and technology to all children, whatever their ability and individual needs. Design and technology implements the school curriculum policy of providing a broad and balanced education to all children. Through our design and technology teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details see separate policies: Special Educational Needs; Disability Non-Discrimination and Access; Gifted and Talented; English as an Additional Language (EAL).

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors - classroom organisation, teaching materials, teaching style, and differentiation - so that we can take some additional or different action to enable the child to learn more effectively. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. This helps ensure that our teaching is matched to the child's needs.

We enable pupils to have access to the full range of activities involved in learning design and technology. Where children are to participate in activities outside the classroom, for example in a museum or on a factory trip, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Assessment for learning

Design and Technology is assessed in accordance with the school's assessment policy. Teachers assess the children's work in Design and Technology while observing them working during lessons with in the moment verbal feedback and assessment of the achieving the objective at the end of the lesson. Next steps and helping hand suggestions will also be used to move children forward.

Children will self-assess their own work after each lesson.

Teachers will make termly assessments at the end of each topic block, by completing the Foundation Subject End-Of-Unit Assessment

Resources

Our school has a wide range of resources to support the teaching of design and technology across the school. Classrooms have a range of basic resources, with the more specialised equipment being kept in the hall cupboards.

Health and safety

In this subject the general teaching requirement for health and safety applies. We teach children how to follow proper procedures for food safety and hygiene as well as the correct usage of tools.

Monitoring and review

The monitoring of the standards of children's work and of the quality of teaching in Design and Technology is the responsibility of the subject leader. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in Design and Technology, and providing a strategic lead and direction for this subject in the school. The subject leader reviews and evaluates the action plan, budget and planning annually.

This policy will be reviewed bi-annually.