



Grange View C.E. First School
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We aim to SPARKLE!

Our Christian Vision is that- Everyone sparkles.

Grange view welcomes everyone to flourish and thrive. We are lifelong learners that strive to achieve our God given potential.

So don't hide your light! Let it shine brightly before others.

Matthew 5:16 The Passion Translation of the bible

Our Ethos

The children are living a Christian life where they aim to sparkle, thinking about our core Christian Values; Love, Friendship, Trust, Forgiveness, Respect and Wisdom

Our Aims

- To provide a stimulating and secure environment, inclusive of children from all faiths and cultures.
- To provide an engaging, meaningful and relevant curriculum that equips all learners with the necessary skills for their educational journey.
- To value all individuals and support them to reach full potential and create an atmosphere of equal opportunity where expectations are high.
- To grow caring citizens who value the world we live in and celebrate moments of awe and wonder.
- To offer opportunities for collective reflections and inspire spiritual development that shape daily lives.
- To help the children to form values which will allow them to make moral choices throughout their lives, not just during their school years.
- To work in partnership between home, school, church and the wider community.



Grange View C.E First School

Design Technology Curriculum Policy

April 2020

The National Curriculum states that:

"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."

At Grange View, we aim to ensure that every pupil is entitled to become a confident and competent user of design and technology. Every learner has the opportunity to develop and practice their design and technology skills.

All learning opportunities will respond to an individual child's needs. A flexible approach will allow for those that who are working below the expected ability of the class and for those that require SEND support. Children who are deemed to be achieving beyond the class standard will be set suitable challenges.

Design Technology helps children develop a range of important skills and attitudes which are valuable throughout their school life and beyond, such as perseverance, imagination, collaboration and pattern recognition. Therefore, it is important that through our teaching, children acquire understanding of these concepts and how they work, and the skills and attributes developed through learning about them.

Aims:

In line with the aims of the National Curriculum for Design Technology, at Grange View, we aim to ensure that we:

- 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.
- Promote children's ability to think creatively, critically and analyse problems in their designs.
- Allow children to reason and make connections through opportunities to discuss their thinking and understanding.
- Promote children's curiosity and allow them to make mistakes, learning from first-hand experiences both inside and outside of the classroom.
- Provide our children with opportunities to demonstrate 'mastery' through well planned, imaginative and stimulating activities.

Planning:

At Grange View, we believe that children learn best when learning activities are well planned, stimulating and challenging, ensuring progress in the long, medium and short term.

Planning is undertaken on three levels:

- Long term planning:
Long term planning has been designed as a staff to ensure the National Curriculum is covered both in knowledge and skills throughout each year and that effective repetition and revisit of core skills is established. Teachers are encouraged to use professional discretion when deciding how long is needed to be spent on particular objectives whilst ensuring all objectives are covered by the end of the academic year. Long-term plans are used to inform medium term planning.
- Medium term planning:
Medium term planning is carried out half-termly. Teachers work in key-stage teams to identify and select objectives, using the Long Term Plan as guidance. In key-stage

teams, teachers are responsible for generating medium-term planning overviews using the schools pro forma and ensuring that these are made available on the school website.

- Short term planning:

Short term planning is carried out on weekly basis. Individual teachers are responsible for the planning of thoughtful, stimulating weekly lessons for their class. The school does not have a set pro forma for short-term planning, but it is expected that staff will detail the intended learning for each lesson, the teaching activities to be used and the learning outcomes.

Teaching and Learning Strategies:

At Grange View, we use a variety of age-appropriate teaching strategies to cater for the varied learning styles of our children.

In the Early Years, we recognise that creativity and play contribute significantly to children's thinking and understanding. Children are encouraged to use construction and malleable materials, handling tools safely and with increasing control and using simple tools to effect changes to materials. Children should show satisfaction in meeting their own goals and be proud of how they accomplished something. This ultimately builds the foundations for future learning and enquiry. Children learn our key skills through free play and role play, as well as adult-led activities. These activities are based on pupils' interests and current themes.

In Key Stage 1, our aim is to teach DT as part of the topic based curriculum, with links to other subjects. Children will be taught to design functional and attractive products to appeal not only to themselves, but also to other identified users, to select and use a range of tools and materials, to evaluate their own designs against the design criteria and to evaluate existing products, to build structures, exploring how they can be made stronger, stiffer and more stable and explore and use mechanisms in their products. Children will understand where food comes from and the basic principles of a healthy and varied diet. To design and prepare dishes based on this knowledge.

It is intended that work of Key Stage 2 will build on, and develop the skills learned in Key Stage 1. Children will be taught the skills and knowledge needed to successfully design and make and evaluate their work, carry out research of existing products. To develop design criteria in order to produce a product which is fit for purpose and aimed at a specific group of people, to select and use a range of tools and materials, taking into account their product's functional and aesthetic qualities, to evaluate existing products, their own work and the work of others in order to improve their design. To have an understanding of how

designers and their products have helped to shape the world, to apply their understanding of how to strengthen, stiffen and reinforce more complex structures, understand and use mechanical systems in their products, understand and use electrical systems in their products and apply their understanding of computing to program, monitor and control their products. Children will have an understanding of the seasonal nature of foods, and where and how it is produced. To understand what it means to have a healthy diet. To cook and prepare a range of predominantly savoury foods using a range of techniques.

The principles and features that characterise our mastery approach with relation to Design Technology are:

- The large majority of pupils progress through the curriculum content at the same pace. Differentiation is achieved by emphasising deep knowledge and through individual support and intervention. The questioning and scaffolding individual pupils receive in class as they work through problems will differ and pupils who grasp concepts rapidly are challenged through more demanding problems which deepen their knowledge further.
- A language rich environment is central to the teaching and learning process. Precise computational terminology is modelled in context by staff and then children are encouraged to use this when giving their reasons and explanations, whether this be with their talk partner or to their class as a whole.
- Practice, making mistakes and consolidation play a central role to learning. Carefully designed variation within this builds a deep understanding of underlying concepts and the ability to apply them.
- Teachers use precise questioning in class to test and promote understanding.

Assessment:

Assessment is regarded as an integral part of the teaching and learning process at Grange View. Design Technology is assessed with the aid of specific skills and knowledge assessment sheets created by the subject leader for each year group and termly focus. Assessment is primarily formative due to the nature of activities and the learning process in DT, however the teacher will also record the learning in more detail for three pupils ranging in attainment within the class who will have their knowledge and skills monitored and recorded as a representative sample of the class.

At Grange View, the key sources of assessment in Design Technology are:

- Digital portfolios in Early Years (School360)
- EYFS profile sheet (Expressive Arts & Design: Media and Materials, Understanding the World: Technology)
- Informal annotations on planning

- Discussions with and observations of individual or groups of children
- Photographs or videos showing children's work process or outcomes
- Peer- and self-assessments
- Termly Assessment progress sheets

Marking:

A large proportion of feedback provided to children in Design Technology is verbal, as part of the ongoing process of planning, creating, manipulating, building, cooking, reasoning, evaluating. This discussion, feedback and questioning is vital so that children are able to review their work continuously, making changes and improvements as necessary.

Children are also encouraged to actively participate in the marking process through self- and peer-assessment. This may be verbal, written or provided digitally as mentioned above.

Resources:

The Design and Technology Subject Leader is responsible for discussing resource needs with teachers.

Development, Planning, Evaluating

- Children use drawings and labels to plan their projects, and then evaluate at the end of units.
- Chromebooks are used to create a plan of their projects.
- IPad's are used to photograph children's work.

Cooking and Nutrition

- Children should know how to peel, cut, grate, mix, mould and begin to cook foods using a microwave or oven.

Textiles

- Fabric paints for printing and painting. Shape cutters are used in Key Stage 1. Fabrics are joined by glue and tape.
- Key Stage 2 will start to join fabrics using running stitch, over sewing, back stitch.

Construction and Sheet Materials

- Use a range of materials to create models with wheels and axles e.g. tubes, dowel, cotton reels.
- Year 4 will start to use a glue gun supervised 1:1.

Hygiene, Health and Safety:

Because children may be using tools and materials that could possibly present a hazard if used incorrectly, children will be taught to use the correct methods and will be encouraged to recognise the risks involved. Teachers will promote these in order to ensure the health and safety of their pupils.

Children will also be taught the necessity of looking after equipment, by using it correctly and keeping it clean and tidy.

Monitoring and Evaluation:

It is the responsibility of the Design Technology subject leader to produce an annual action plan in order to effectively plan, monitor and evaluate the development of the subject across the school.

Within the classroom, monitoring of the standards of children's work and the quality of teaching in DT is the responsibility of both the DT subject leader and the senior leadership team. It involves lesson observations, work scrutinies, learning walks, pupil interviews and planning reviews.