

Design Technology Policy



For I know the plans I have for you, plans to prosper you and
not to harm you, plans to give you hope and a future.
Jeremiah 29:11

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Mission Statement of Nutgrove Methodist Primary School

Nutgrove Methodist Primary School strives to provide a caring environment in which every individual can achieve his or her full potential, without limits.

This is encompassed by our Bible verse For I know the plans I have for you,” declares the Lord, “plans to prosper you and not to harm you, plans to give you hope and a future. Jeremiah 29:11.

To achieve this, we wish to create a happy, secure and purposeful culture throughout the school, which is conducive to learning and high standards, and is based on our Christian values, love, hope and respect.

Our school’s motto and vision is ‘My Best, Always, Everywhere’ which is interwoven within our curriculum intent and design.

Safeguarding Statement

At Nutgrove Methodist Primary School we recognise our moral and statutory responsibility to safeguard and promote the welfare of all children.

We work to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The procedures contained in the Child Protection and Safeguarding Policy apply to all staff, volunteers and governors.

Introduction

Here at Nutgrove Methodist Primary School we provide a Design and Technology curriculum that promotes pupils' ability to engage positively with the designed and made world in which they live. It enhances learning by preparing pupils to participate in tomorrow's rapidly changing technologies. Children learn to think and act creatively to solve problems. They work, both independently and as members of a team, to become resourceful, innovative, enterprising and capable citizens.

Intent

At Nutgrove Methodist Primary School, we recognise our school context and have designed our curriculum with the intent that pupils build the secure foundations required to become successful and aspirational adults who seek opportunities, take responsibilities as moral citizens and gain life experiences that extend their horizons. We want children to leave school as 'well rounded and responsible' individuals.

The school motto '***My Best, Always, Everywhere***' is interwoven within our curriculum intent and design. We have developed three curriculum drivers that shape our curriculum, bring about the aims and values of our school, and to respond to the particular needs of our community:

Culture – helping children develop a wider and deeper knowledge of the locality, society and the world around them, promoting a sense of awe and wonder.

Global Citizenship – Everyone no matter where they live are part of a global community.

Diversity – which helps children recognise differences are positive and that individual characteristics make people unique and everyone should love and be loved without limits.

At Nutgrove Methodist Primary School we believe that the National Curriculum and our local resources provide a wide range of opportunities to learn about this subject by researching, designing, making and evaluating. At every opportunity the work we plan for our pupils is linked to a real-life purpose and is usually part of our rich curriculum. We aim 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 the 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 for pupils 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 - Curriculum Design

The Design and technology National curriculum outlines the three main stages of the design process: design, make and evaluate. Each stage of the design process is underpinned by technical knowledge which encompasses the contextual, historical, and technical understanding required for each strand. Cooking and nutrition* has a separate section, with a focus on specific principles, skills and techniques in food, including where food comes from, diet and seasonality.

The National curriculum organises the Design and technology attainment targets under five subheadings or strands:

- Design
- Make
- Evaluate
- Technical knowledge
- Cooking and nutrition*

At Nutgrove there is a clear progression of skills and knowledge within these five strands across each year group. Our curriculum overview and long term plan shows which of our units cover each of the National curriculum attainment targets as well as each of the five strands. Our Progression of skills document shows the skills that are taught within each year group and how these skills develop to ensure that attainment targets are securely met by the end of each key stage.

At Nutgrove, pupils respond to design briefs and scenarios that require consideration of the needs of others, developing their skills in five key areas:

- Mechanisms
- Structures
- Textiles
- Cooking and nutrition (Food)
- Electrical systems (KS2)

Each of our key areas follows the design process (design, make and evaluate) and has a particular theme and focus from the technical knowledge or cooking and nutrition section of the curriculum. Key areas are revisited again and again with increasing complexity, allowing pupils to revisit and build on their previous learning.

Lessons incorporate a range of teaching strategies from independent tasks, paired and group work including practical hands-on, and inventive tasks. This variety means that lessons are engaging and appeal to those with a variety of learning styles. Differentiated guidance is available for every lesson to ensure that lessons can be accessed by all pupils and opportunities to stretch pupils' learning are available when required. Knowledge organisers for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts and vocabulary.

Impact

The impact of Design and Technology can be constantly monitored through both formative and summative assessment opportunities. Pupils should leave school equipped with a range of skills to enable them to succeed in their secondary education and be innovative and resourceful members of society.

The expected impact of following the Design and technology scheme of work is that children will:

- Understand the functional and aesthetic properties of a range of materials and resources.
- Understand how to use and combine tools to carry out different processes for shaping, decorating, and manufacturing products.
- Build and apply a repertoire of skills, knowledge and understanding to produce high quality, innovative outcomes, including models, prototypes, and products to fulfil the needs of users, clients, and scenarios.
- Understand and apply the principles of healthy eating, diets, and recipes, including key processes, food groups and cooking equipment.
- Have an appreciation for key individuals, inventions, and events in history and of today that impact our world.
- Recognise where our decisions can impact the wider world in terms of community, social and environmental issues.
- Self-evaluate and reflect on learning at different stages and identify areas to improve.
- Meet the end of key stage expectations outlined in the National curriculum for Design and Technology.