

St Andrew's CE Primary School



DT Policy

Reviewed: Summer 2022
Next review: Summer 2023

St Andrew's C E Primary School
Every Child A Champion In Their Own Right
Matthew 5.16 – 'Let Your Light Shine'
D&T Policy

School Aims and Implementation

St. Andrew's Primary school aims to provide children with 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 is celebrated.

Enabling children to become active, responsible and caring members of the school and wider community.

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.

DT Policy Introduction

We value learning and teaching DT because:

- DT can stimulate creativity and promote imagination.
- DT provides a stimulating learning environment where children's work is celebrated.
- DT provides children with the opportunity to communicate what we see and feel through a variety of materials, textures, colours and patterns.
- DT provides visual, tactile and sensory experiences that are important to help all children gain an insight into the world around them.
- DT can give children confidence and a chance to produce something without failure, something that is personal to them.
- DT can enrich all other areas of the curriculum by adding a practical approach to learning. Children become aesthetically aware of their surroundings and can be involved in how they look. They learn to make informed judgements and practical decisions. They learn how DT has influenced the way in which people live and how it communicates different periods of history and is a means of learning about different cultures.

Aims General

- To ensure all staff, children, parents/carers and Governors are aware of the aims for learning and teaching DT.

School Staff

- To promote a confident, positive attitude towards the learning and use of DT, 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 DT lessons.
- To foster an enjoyment and appreciation of DT, 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 DT within different periods and cultures.

Children

- To develop an enjoyment of DT and see themselves as designers.
- To be able to express their own ideas through DT and give meaning to the world around them.
- 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 DT 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 DT.
- To support the children with any DT that they may undertake at home.
- To help develop a child's talent for DT where necessary and value it as a subject.
- To encourage and praise their child's efforts.
- To come into school and look at the DT work that the children have created.

Governors

To appoint a designated link governor who will:

- meet with the curriculum subject leader at least once a year to find out about; •the school's systems for planning work, supporting staff and monitoring progress;
- the allocation, use and adequacy of resources;
- how the standards of achievement are changing over time.
- visit school and talk to pupils about their experiences of the curriculum area;
- promote and support the positive involvement of parents in the curriculum area;
- attend training and other events relating to the particular curriculum area; •report jointly with the subject leader for the School Prospectus and to the governing body with recommendations, if appropriate, once a year.
- To be understanding and supportive of our aims in learning and teaching DT and review the DT Policy annually.

Implementation of the DT Policy

Organisation KS1-KS2

A skills based DT curriculum has been created. The curriculum follows the QCA program of DT and this is taught in cross curricular or discrete lessons. A range of different styles and techniques is shown and children are given opportunities to look at the work of famous designers/artists and to recreate these works and interpret in their own way.

Children are taught the basic skills necessary to develop/enhance their fine- motor skills i.e. cutting, building, drawing, printing, collage, clay, sculpting, etc.

Children are able to use their observation skills as part of their learning.

Children are given opportunities to develop their own ideas in DT using a variety of materials and tools.

Children are shown different techniques they can use to develop their knowledge of the subject.

Basic skills – KS1/KS2

Children are given ample opportunities within KS1 to develop their DT skills. They are taught the basics of using scissors, glue, split pins, joins, computers, cameras, cooking equipment. They are taught the language of DT and different ways of using the same equipment.

Children in KS2 are able to consolidate their learning by using the techniques that they were shown in KS1. They are also given the opportunity to be able to use a wide range of resources.

Children at both KS1/KS2 are able to self-assess. They have to rate their own work and discuss through their books what they think was good and what they could improve.

Cross curricular

Opportunities are used to encourage children to use their creative knowledge over all areas. DT can help provide meaning to all other subjects within the curriculum. DT is a way of providing opportunities to develop fine-motor skills, observational skills, and concentration. DT can be linked to all other areas and gives a practical approach to learning.

Resources

DT encompasses a wide range of resources within the school, giving children the chance to experience an extended variety of DT styles, opportunities to work with different equipment, materials and textures and gain an insight into the work of famous designers. (examples of their work)

General resources – different sized/types of paper, backing paper and boarders, card, paint, clay, wire etc. are kept.

Paint brushes, glue, pencils, scissors, felt pens etc. are allocated at the beginning of the year and kept in individual classrooms.

Resources within the classroom are the responsibility of the class teacher and the children in that room. Children are encouraged to take care of what they use and for returning items appropriately. Materials are made available for general use where possible.

Cooking resources are available for pupils to use. Kits for each key stage are available.

Clubs

Clubs are provided in both KS1 and KS2 to encourage children to develop their DT skills and help them to improve their fine motor control.

Parents/Carers

The School aims to involve parents/carers in their children's learning as much as possible and gives teacher's the opportunity to show the parents good work through our 'Sharing Assembly'.

Parents/Carers have the opportunity to meet with the child's class teachers at least twice a year at Teacher Consultation Meetings and receive an annual report at the end of summer term.

Parents are welcome to come into the school and look at the displays at parent pop ins and organised times.

School also provides a number of opportunities for parents/carers to learn about what their child is learning and the way their child is being taught through parent pop ins and DT Days.

Subject Leader

The role of the Subject Leader is to provide professional leadership and management for a subject in order to secure high quality teaching, effective use of resources and high standards of learning and achievement for all pupils.

They will achieve this by affecting the following key areas:

Strategic direction and development.

Learning and teaching.

Leading and managing staff.

Efficient and effective deployment of staff and resources.

The Subject Leader will have regular discussions with the Head teacher and other senior leaders about learning and teaching in DT and provides an annual summary report (Subject SEF) about their work as Subject Leader and an evaluation of the strengths and areas for development for the subject.

During the academic year the Subject Leader has specific allocated time for subject self-evaluation activities.

The DT Lesson: Good Practice

The Learning and Teaching Policy identifies the aims, principles and strategies for promoting effective learning and teaching. These apply to learning and teaching in DT as well as every other curriculum subject area.

In DT the overall structure of the lesson will vary and opportunities will be given for the children to be able to engage with a wide range of materials, and develop a set of skills to help them over all other areas of learning.

Assessment, Record Keeping and Reporting (please refer to the School's Assessment and Teaching and Learning Policies)

Children's standards and achievements in DT are assessed in line with the School's Assessment Policy. Assessment in DT for years 1-6 will be undertaken by class teachers. Children are awarded bronze, silver or gold. The Co-ordinator will monitor stages given.

Children's standards and achievements in DT in the Foundation Stage are assessed in line with the School's Foundation Stage Policy. Assessment in Foundation Stage includes both on-going assessment and marking of children's work as noted above but at an age appropriate level. The Foundation Stage Profile is used to assess children throughout and at the end of the academic year.

Assessments are used diagnostically by teachers to evaluate learning and inform teaching, and by teachers and senior leaders within the Accountability Process to evaluate individual and groups of children's standards and achievements and provision, and to inform future provision and school development.

•Assessment in DT will be about personal progress and development of skills involved rather than how good a piece of work is.

Inclusion/Equal Opportunities (please refer also to the School's Inclusion Policy)

Inclusion is about every child having educational needs that are special and the school meeting these diverse needs in order to ensure the active participation and progress of all children in their learning.

Successful inclusive provision is the responsibility of the whole school community, permeating all aspects of school life and applicable to all our pupils. •Inclusive practice in DT should enable all children to achieve their best possible standard; whatever their ability, and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation in, or progress in their learning.

Promoting and Supporting Mental Health and Wellbeing in D&T

Design and technology contributes to the teaching of PSHE , encouraging 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 set targets and meet deadlines. They will also learn how to prevent disease from

spreading and about personal hygiene when working with food.

At St Andrew's Primary School it is important that the wellbeing of our pupils are met. The foundations for long term wellbeing contributes to children's mental, emotional, economic and physical development. Making sure these foundations are in place will enable children to learn to respond positively to challenges, be enterprising and handle risk and to develop self-confidence and physical capabilities. Design Technology contributes to children's mental, emotional, economic and physical development by:

- Encouraging children to participate in team building activities.
- Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens.
- Children become aware of how to assess risks before using equipment.
- Through food technology they learn about preparing healthy food and making healthy choices.
- Engaging D&T lessons, with high quality teaching, including practical activities to inspire our children.
- Group and collaborative D&T work, to enable discussion and communication whilst learning.
- Accurate differentiation of work in order to ensure challenge but also the opportunity for success at every level.
- Promoting pupils' independence through giving the opportunity to suggest ideas/approaches to problem solving and creating products.
- D&T clubs available to children for enjoyment and wellbeing.
- Classroom environment which portrays warmth, good relationships and an atmosphere of belonging.
- Encouragement and praise; sharing examples of great work.
- Projects which involve the whole family.
- Promoting the school's philosophy of 'Every child to be a champion in their own right'.

In order to ensure staff's health and wellbeing, support and training for D&T is given to all staff by the D&T co-ordinator. The development of detailed medium term plans, as well as planning and sharing resources in teams, helps to reduce teachers' workload.

RE links

D&T links with the SIAMS 7 strands including Vision & Leadership, Wisdom & Knowledge, Character Development, Hope, Aspiration, Courageous Advocacy, Community & Living Well Together, Dignity & Respect, Impact of Collective Worship and Effectiveness of RE. (See SIAMS 7 Strands Evidence).

Home School Learning

The Home Learning Policy supports the Teaching and Learning Policy. It is a positive enhancement to learning and should be seen as such by pupils, teachers and parents. In order to promote this: All Home Learning tasks are set on Insight so pupils can access the tasks easily and parents can monitor the completion of the tasks and support their children effectively. In the case of children not being present in school (such as during an epidemic resulting in school closures), the use of home learning through email and access to Google Classroom will be used to reduce gaps in learning and will focus on differentiated non-negotiable and basic skills tasks as well as other key areas and objectives essential to the DT curriculum. In the case of a pupil being unable to access technology to view and complete work, arrangements will be made for paper learning packs to be collected or posted to individuals. Marking and feedback must be completed as soon as possible.

More Able Pupils

As with Special Educational needs, the constant monitoring of children's progress throughout the school will highlight children who are particularly able in certain subjects and who will be aiming for Gold (exceeding expectation for their year group). Class Teachers will address the needs of these children in their classroom by careful grouping of children and setting open-ended investigational work which a child can develop as far as their abilities allow. We will ensure that they are given the opportunity to develop and extend their abilities to their full potential.

Every Child Matters

This policy should be read in conjunction with the Every Child Matters Policy. At St Andrew's we strive to ensure all children are able to:

- Be healthy
- Stay safe
- Achieve economic well being
- Make a positive contribution
- Enjoy and achieve

The teaching at St Andrew's incorporates these 5 key areas throughout the curriculum and staff ensure that all children are able to meet these expectations at all times.

Safeguarding

St Andrew's Primary School recognises that it has a duty to ensure arrangements are in place for safeguarding and promoting the welfare of children and we will carry out this duty through our teaching and learning, pastoral care and extra-curricular activities.

Health and Safety

The safety of our pupils is of paramount importance and to this end all staff will ensure that health and safety regulations, rules, routines and procedures are being applied effectively by both staff and pupils. Pupils will be taught to use the correct tools, equipment and materials appropriate for the task to be undertaken. Strict handwashing rules will be followed before and after cooking lessons. Equipment must also be cleaned thoroughly before and after lessons. Appropriate risk assessments will be made, to identify and minimise possible risks and ensure a safe working environment.

Ofsted

Areas for improvement, as outlined by our last Ofsted (2018) will be addressed through DT, whenever possible. Leaders and those responsible for governance should ensure that pupils continue to benefit from opportunities to develop their reasoning and problem-solving skills in mathematics. Reasoning and problem solving must continue to be interlinked within DT lessons so that a higher proportion of pupils reach the higher standards at the end of key stage 2. Any inconsistencies in the quality of teaching, learning and assessment which remain must be removed, therefore leaders must monitor these standards through lesson observations and analysing assessments. The small number of pupils who do not attend school as regularly as they should do are encouraged to improve their attendance, therefore we must encourage parents to make sure their child's attendance is of an excellent standard, and we must provide a stimulating learning environment to encourage those children with attendance issues. The Co-ordinator will use school data to improve and maintain standards of teaching, learning and achievement in DT.

Deeper Learning

We aim to ensure Deep Learning is gained through a broad and engaging curriculum which promotes challenge, critical thinking, problem solving opportunities, probing questions (which make children think deeply) and collaborative learning.

Progress is made when children know more and remember more. Our D&T curriculum clearly outlines what our children are expected to know, understand and retain over time. This can obviously relate to the development of a deeper understanding of the importance of Basic Skills/Non negotiables in all subjects as well as subject knowledge.

To support this aim, it is important that planning clearly includes key vocabulary, key questions, appropriate challenging activities/discussion to promote Deeper Learning. To help with this aim all must be aware of specific planning for each session at least 24 hours before in order for them to contribute to plans, amend and 'personalise' for any particular pupil or group.

Deep Learning should also manifest itself in regular homework tasks to raise parental awareness and encourage real challenge for all groups.

Monitoring and Review

- The Head teacher, Senior Leadership Team and DT Subject Leader (L Baldwin) will monitor the effectiveness of this policy on a regular basis. The Head teacher and DT Subject Leader will report to the governing body on the effectiveness of the policy.