

# Fiddlers Lane

## Community Primary School

### Design and Technology Policy

#### Aims and Objectives

At Fiddlers Lane DT is delivered in the context of the overarching requirements of the programmes of study through knowledge, skills and understanding. The aims and objectives are for children to

Think about what products are used for and the needs of people who use them

- Plan what has to be done
- Identify what works well and what could be improved on the children's own and other people's designs
- Draw on knowledge and understanding from other areas of the curriculum
- Learn about the different types of food and how they can be prepared and combined to produce different products as well as the importance of food hygiene.
- Use computers and other ICT in a range of ways
- Reviewing, modifying and evaluating work as it progresses

At Fiddlers Lane all children will be entitled to experiences in Design and Technology Children are given opportunities to:

- To cover the objectives as required by the National Curriculum
- To develop skills and concepts as required by the National Curriculum
- To promote learning and experience within D&T
- To promote links with other curriculum areas
- To develop a confident and positive approach to all aspects of D&T
- To promote safety and care

#### The Design and Technology Curriculum

At Fiddlers Lane the National Curriculum Programmes of Study and the Early Years Foundation Stage Curriculum defines our art curriculum. Year groups are allocated topics through which Art and Design is incorporated as

well as cross curricular links with English, Maths and all other curriculum areas, where relevant.

### **EYFS Art and Design**

EYFS Art and Design is taught through the strand 'Expressive Art and Design' of the frame work and involves nurturing creativity and imagination through quality opportunities in the provision, observation and next steps.

### **Teaching and learning**

- Foundation Stage 'Expressive Arts and Design' has two strands - 1) Exploring and Using Media and Materials and 2) Being Imaginative.
- In KS1 and KS2 teachers deliver Design Technology teaching through the creative curriculum, following the areas of learning in the national curriculum.
- D.T activities are organised using a variety of grouping strategies that are most effective to deliver the learning objectives for all abilities.
- Art and Design skills are developed through planned activities designed to deliver the appropriate skills according to the age and ability of pupils. They are clearly related to the teaching of D.T content in the programme of study.

Pupils should be given opportunities to experience different approaches to Design. In order to develop skills children should be taught the creative, imaginative and practical skills to:

- Express ideas and feelings.
- Record responses, including observations of the natural and man-made environment and their own products.
- Children should be given opportunities to:
- Gather resources and materials, using them to stimulate and develop ideas.
- Explore and use two and three dimensional media, working on a variety of scales.
- Respond to and evaluate designs, including others and their own work.

In order to develop visual literacy, pupils should be taught about the different ways in which idea, feelings and meanings are communicated in visual form. There are frequent opportunities for pupils to work both independently and collaboratively on projects. From time to time pupils are set challenges at home to work on with their parents.

The Art, music and dance knowledge, skills and understanding are linked to D.T topics where relevant cross curricular links can be made.

### **Assessment Recording and Reporting**

- EYFS –Teacher assessment is used, mainly through observation and discussions with learners. Assessments are recorded against the Expressive

Arts and Design criteria on the Early Years Foundation Stage Profile Assessment.

- KS1 and KS2- D.T progress is tracked against national curriculum objectives using 'I can' statements.
- Records of achievements against National Curriculum objectives are kept on Creative Curriculum spread sheets. Pupil's achievement is recorded as below, achieving and above and national expectations
- Work is marked against lesson objectives shared with pupils. Comments identify strengths and areas for improvement and provide targets for future work.
- Where possible children are encouraged to review their own, and each others progress.

### **Cooking and Nutrition**

As part of their work with food, children are taught how to cook and apply the principles of nutrition and healthy eating. They are taught to:

- \*Use the basic principles of a healthy and varied diet to prepare dishes;
- \*Understand where food comes from. In key stage 2, children will be taught to:
- \* Understand and apply the principles of a healthy and varied diet;
- \*Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques;
- \*Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

### **Inclusion** (see Inclusion Policy)

At Fiddlers Lane we aim to set high expectations for our pupils and provide opportunities for all pupils to achieve, including girls and boys, pupils with educational special needs, pupils with disabilities pupils from all social and cultural backgrounds, and those from diverse linguistic backgrounds.

### **Special Educational Needs** (see SEND policy)

Notice is taken of targets within a pupil's support plans. Children are given the necessary support to access the curriculum and allow them to carry out tasks at their own level.

### **More able**

Provision is made when necessary for pupils to extend their experiences beyond that of the majority of the class by strategies such as:

- Planning activities with a greater amount of challenge
- Asking more challenging, open ended questions
- reducing the level of support provided and thereby increasing the need for independent thinking

- increasing the level of knowledge to be gained and communicated
- applying knowledge to an unfamiliar context
- setting more challenging criteria for presenting information

### **Safety**

- Pupils are made aware of safety issues that arise in topics or activities and will be trained to use the appropriate equipment and carry out tasks in a safe and responsible manner.
- Pupils are increasingly required to identify safety considerations in their planning as they progress through the school.

### **Resources**

- Staff are provided with long term planning and ideas for medium and short term planning, including resources from Focus creative curriculum and Hamilton Trust. Teachers are expected to adapt those resources to meet the needs of their class.
- D.T resources are stored in the resource room. Year group specific resources are stored in classrooms.
- Staff should check availability of resources prior to the start of a topic and any resource shortages should be notified to the resource manager.

### **Visitors**

Design and technology is enhanced by visitors and in-school workshops.

### **Monitoring**

Design and Technology is monitored through lesson observations, learning walks, planning and work scrutinies carried out by the D.T co-ordinator/SLT. Assessments are updated after each learning challenge topic. This policy and its impact will be monitored by the governing body, and will be reviewed every 3 years unless there is a change in statutory guidance.

