



DT Policy

Mission Statement

- We will create a happy, secure and stimulating learning environment in which all children can grow in confidence, develop their full potential and where academic excellence can be achieved.
- We will provide a nurturing environment and value and recognise the uniqueness of every child.
- We will equip the children with the resilience and perseverance to become creative and independent thinkers and to become learners for life.
- We will provide engaging and varied learning activities across the full breadth of the National Curriculum and equip the children with a thorough understanding of the basic skills of English, Mathematics, Science and Computing.
- We will challenge the children's minds and bodies and give them a desire to learn and achieve.
- We will promote British Values and ensure the children become caring, tolerant and respectful citizens within the school and wider communities.
- We will prepare children well for the next steps in their lives by promoting self-discipline and the positive mindset which will allow them to aim high in all they do.
- We will ensure children know how to keep themselves safe when using technology.

RESPECT- RESILIENCE- RESPONSIBILITY


Our Values:

At Larkholme Primary School, we have 3 core values that underpin everything we do. The 3 core values are:

- **Respect**
- **Responsibility**
- **Resilience**

Alongside our core values, we also promote the fundamental British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.

Research:

Know and understand your pupils and their influences	Teach learning behaviours alongside managing misbehaviour	Use classroom management strategies to support good classroom behaviour	Use simple approaches as part of your regular routine	Use targeted approaches to meet the needs of individuals in your school
 <ul style="list-style-type: none">• Pupil behaviour has multiple influences, some of which teachers can manage directly• Understanding a pupil's context will inform effective responses to misbehaviour• Every pupil should have a supportive relationship with a member of school staff	 <ul style="list-style-type: none">• Teaching learning behaviours will reduce the need to manage misbehaviour• Teachers can provide the conditions for learning behaviours to develop by ensuring pupils can access the curriculum, engage with lesson content and participate in their learning• Teachers should encourage pupils to be self-reflective of their own behaviours	 <ul style="list-style-type: none">• Effective classroom management can reduce challenging behaviour, pupil disengagement, bullying and aggression• Improving classroom management usually involves intensive training with teachers reflecting on their classroom management, trying a new approach and reviewing their progress over time• Reward systems can be effective when part of a broader classroom management strategy	 <ul style="list-style-type: none">• Some strategies that don't require complex pedagogical changes have been shown to be promising• Breakfast clubs, use of specific behaviour-related praise and working with parents can all support good behaviour• School leaders should ensure the school behaviour policy is clear and consistently applied	 <ul style="list-style-type: none">• Universal behaviour systems are unlikely to meet the needs of all your students• For pupils with more challenging behaviour, the approach should be adapted to individual needs• Teachers should be trained in specific strategies if supporting pupils with high behaviour needs
Implementation				
6 Consistency is key	 <ul style="list-style-type: none">• Consistency and coherence at a whole-school level are paramount• Whole-school changes usually take longer to embed than individually tailored or single-classroom approaches• However, behaviour programmes are more likely to have an impact on attainment outcomes if implemented at a whole-school level			

Our Rules:

- **Ready**
- **Safe**

● Respectful

Larkholme's Curriculum Statement

DT Intent Statement

Design and Technology involves applying knowledge and skills when designing and making products. The activities undertaken will enable our children to consider the needs of individuals and society within a caring community. Undertaking design and technology activities in school will give our children opportunities to use a range of materials and processes; to explore, evaluate and amend ideas; and to build on their skills for both independent learning and teamwork. We hope that the activities undertaken during their time at Larkholme Primary School will also reflect the children's local environment and support them in the wider world.

DT Implementation

These aims and objectives are intended to aid the progression of all pupils in school; how they are implemented will be dependent upon the age and ability of the pupils. Teachers should aim to:

- Provide equal opportunities and develop the knowledge and skills of individual pupils through a range of structured and differentiated activities.
- Motivate pupils by providing interesting and stimulating experiences.
- Help children become aware of and investigate simple products by disassembly and evaluation.
- Develop pupils' knowledge and understanding about a range of materials, components and techniques.
- Teach skills relating to designing and making products successfully
- Develop technical knowledge to meet the age of the child.
- Provide adequate time and access to information, skills and resources to allow children to produce a good quality product.
- Encourage children to be environmentally aware when designing and planning to ensure minimal waste produce.

Children should be able to:

- Produce designs and plans, listing tools/materials needed.
- Explore and evaluate a range of existing products.
- Design and make purposeful products and to evaluate the effectiveness of the making process.
- Evaluate their work throughout the making process, suggesting alternatives when necessary and evaluate the final product in terms of what is and is not working.
- Become increasingly more accurate in the measurement, marking, cutting and combining of materials.
- Recognise safety implications for themselves and others.
- Demonstrate safe use of a range of equipment.
- Understand and apply the principles of a healthy and varied diet.

DT has many links to other areas of the curriculum including:

- English – planning and evaluating a group product, reporting on work carried out and writing instructions for the steps they took.
- Maths – measuring and weighing accurately.
- ICT – used as a tool for product advertising, research, data handling, and to develop word processing skills.
- Science - healthy eating and properties of materials.
- Art and Design – planning how to use materials to make a final product and finishing techniques.
- History - learning about the history of products and materials.
- Learning for Life - working collaboratively, evaluating both self and of others, respectfulness of others’ opinions and designs, resilience, designing and making for a purpose thinking about who the product is aimed at.

DT also involves understanding and implementing safety in using tools and materials, a key life skill. It is important that children’s success in DT is acknowledged and celebrated. This can be done through displays in classrooms and communal areas, during Celebration or Class Assemblies and via the school website.

DT Impact

Design and technology offers opportunities for children to:

- Develop their designing and making skills
- Develop teamwork skills and listen to others’ opinions.
- Develop knowledge and understanding
- Develop their capability to create high quality products through combining their designing and making skills with knowledge and understanding
- Nurture creativity and innovation through designing and making
- Explore values about and attitudes to the made world and how we live and work in it
- Develop an understanding of technological processes, products, their manufacture and contribution to society.
- Understand and apply the principles of nutrition and learn how to cook.

Teaching and Learning

EYFS

DT in Early Years Foundation stage comes under the following areas of learning:

- Physical Development - in the handling and use of equipment
- Communication and Language – discussing what they are doing, what they like etc.
- Expressive Art & Design
- Understanding the World

Ongoing observations are made in these areas to record and assess the development of particular skills. These are recorded using the 2Simple and Evidence Me observation tools.

Organisation, Planning and Resources

KS1 and KS2 children are taught DT using the Projects on a Page planning with the Kapow scheme of work as support as follows:

D&T Curriculum Map Whole School Cycle A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS		<u>Kapow</u> Food Technology: Soup	<u>Kapow</u> Structures: Junk Modelling			<u>Kapow</u> Structures: Boats
Year 1		<u>Projects on a Page</u> Mechanisms: Sliders and Levers		<u>Kapow</u> Food Technology: Fruit and Vegetables		<u>Projects on a Page</u> Mechanisms: Wheels and Axles
Year 2		<u>Projects on a Page</u> Structures: Free Standing Structures		<u>Kapow</u> Food Technology: A Balanced Diet		<u>Projects on a Page</u> Textiles: Templates and Joining
Year 3/4		<u>Projects on a Page</u> Mechanisms: Pneumatics		<u>Projects on a Page</u> Electrical Systems: Simple Circuits and Switches		<u>Projects on a Page</u> Textiles: 2D shape to 3D shape
Year 5/6		<u>Projects on a Page</u> Structures: Frame Structures	<u>Kapow</u> Electrical Systems Doodlers			<u>Kapow</u> Mechanisms: Pop up Book

D&T Curriculum Map Whole School Cycle B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<u>Kapow</u> Structures: Junk Modelling	<u>Kapow</u> Food Technology: Soup		<u>Kapow</u> Textiles: Bookmarks		<u>Kapow</u> Structures: Boats

Year 1		<u>Projects on a Page</u> Mechanisms: Sliders and Levers		<u>Kapow</u> Food Technology: Fruit and Vegetables		<u>Projects on a Page</u> Mechanisms: Wheels and Axles
Year 2		<u>Projects on a Page</u> Structures: Free Standing Structures		<u>Kapow</u> Food Technology: A Balanced Diet		<u>Projects on a Page</u> Textiles: Templates and Joining
Year 3/4		<u>Kapow</u> Food Technology: Eating Seasonally	<u>Kapow</u> Textiles: Fastenings		<u>Projects on a Page</u> Structures: Shell Structures	
Year 5/6		<u>Kapow</u> Food Technology: What could be healthier?	<u>Projects on a Page</u> Mechanisms: Cams		<u>Projects on a Page</u> Textiles: Combining different fabric shapes	

Resources are kept in a central store, on the first floor. It is the responsibility of each adult to keep the resources neat and tidy, inform the co-ordinator termly if any resources need replacing and to ensure hazardous materials (e.g. used batteries) are disposed of safely. Other waste from used resources should be recycled accordingly.

Assessment

Teachers make ongoing, informal assessments in DT, using observations of children working, discussions and marking of children's plans and ideas. Attainment target level descriptors from the National Curriculum help give an overview of the ongoing achievements of the children in the subject, teachers are to record and report to the DT co-ordinator of those children working above and below of age-related expectation. Parents are informed of their child's progress in the Annual Report.

Equal Opportunities

At Larkholme Primary we are committed to promoting equal opportunities irrespective of socioeconomic background, gender, disability and ethnicity in all areas of the curriculum. We believe all children should have access to and participation in the learning of DT and to be supported in this process.

Inclusion

At Larkholme Primary we teach a modern DT to all children, whatever their ability. DT forms part of the school's commitment to providing a broad and balanced education to all children. Through our teaching, we provide learning opportunities that enable all children to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

Role of the Subject Leader

The co-ordinator should:

- Take a lead in policy development.
- Monitor the effectiveness of the teaching of DT.
- Support colleagues, including induction of teachers new to the school.
- Make resources available for a range of purposes.
- Liaise with other teaching staff regarding opportunities for children to participate in activities outside school.
- Writes a subject action plan, informed by the whole school development plan

Working with Parents/Carers

Parents and carers have an important role to play in helping their children to learn about DT. They can encourage their child to practise their skills and apply their knowledge of DT at home.

Policy Review Date: September 2024