

# Horton Park Primary School



**Horton Park Primary**

**We Learn to Succeed**

## Design Technology (Inc Cooking and Nutrition) Policy

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## **Design Technology (Inc Cooking and Nutrition) Policy**

**To Be Reviewed:** Annually

### **Mission Statement: We learn to succeed**

Design 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.

Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

**(National Curriculum 2014)**

### **Intent**

To build a Design Technology curriculum which develops learning and results in the acquisition of knowledge and skills. Children will know more, remember more and understand more.

To design a design technology curriculum with appropriate subject knowledge, skills and understanding as set out in the National Curriculum Design Technology Programmes of study. To fulfil the duties of the NC whereby schools must provide a balanced and broadly-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities and responsibilities and experiences for later life.

### **Why do we think Design Technology is important?**

We believe that providing opportunities for the expression of creative ideas, and developing creative responses, is essential to developing children and staff as learners. Our school motto is where everyone learns to succeed.

In addition the development of the whole child is fundamental to our school's ethos. Creativity is seen as a natural response to the life-force that constantly renews and recreates

our world, and a recognition of the beauty and variety of that creation. All our talents are worthy of careful nurture.

## **BREADTH OF STUDY**

### **Key stage 1**

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].

When designing and making, pupils should be taught to:

#### **Design**

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

#### **Make**

- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

#### **Evaluate**

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria

#### **Technical knowledge**

- build structures, exploring how they can be made stronger, stiffer and more stable
- explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products

### **Key stage 2**

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for

example, the home, school, leisure, culture, enterprise, industry and the wider environment].

When designing and making, pupils should be taught to:

### **Design**

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

### **Make**

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

### **Evaluate**

- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world

### **Technical knowledge**

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- apply their understanding of computing to program, monitor and control their products

### **Cooking and nutrition**

As part of their work with food, pupils will be taught how to cook and apply the principles of nutrition and healthy eating. Pupils will be taught to:

#### **Key stage 1**

- use the basic principles of a healthy and varied diet to prepare dishes
- understand where food comes from

## **Key stage 2**

- 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

## **TEACHERS PLANNING AND ORGANISATION**

Each class teacher has previously been responsible for Teaching Design Technology in their class / year group in consultation with and with guidance from the Design Technology subject leader.

As a school we block Art/ DT once every half term over 2 days. Where possible the teacher tries to link DT with other areas of the Curriculum.

## **Medium Term/ Short term planning**

Lessons are planned by the class teacher. Design Technology is planned as a unit of work and is collected and is monitored by the Subject Lead once every term.

## **INCLUSION INCLUDING SPECIAL EDUCATIONAL NEEDS - G&T**

All Design Technology lessons are inclusive to pupils with special educational needs. Within all Design Technology lesson teachers must not only provide differentiated activities to support children with special educational needs but also activities that provide appropriate challenges for children who are high achievers. It is vital that all children are challenged at a level appropriate to their ability.

## **GREATER DEPTH/ MORE ABLE**

### **More Able**

*More able pupils are those who are achieving or have the potential to achieve the higher standards in any academic subject including the arts, sports and drama by the end of each Key Stage. This may include those children who, for whatever reasons, may be currently underachieving. At Horton Park we define the higher standards as those set by the Department for Education in collaboration with the Standards and Testing Agency.*

### **Pupils who are More Able in Design Technology may:**

- demonstrate high levels of technological understanding and application
- display high-quality making and precise practical skills
- demonstrate different ways of working or different approaches to issues

## **TALENTED**

*Talented pupils are those who are pupils who demonstrate a natural skill or ability in any area including academic that is significantly higher than their peers.*

### **Pupils demonstrating a talent in Design Technology may:**

- be sensitive to aesthetic, social and cultural issues when designing and evaluating
- be capable of rigorous analysis and interpretation of products
- get frustrated when a teacher demands that they follow a rigid design-and make process

## **EXCEPTIONALLY ABLE**

*Exceptionally able are those pupils who are working at least 2 years ahead of their chronological age. These pupils will be working within the top 2% of pupils nationally*

### **Pupils who are Exceptionally Able in Design Technology may:**

- have flashes of inspiration and highly original or innovative ideas
- work comfortably in contexts beyond their own experience and empathise with users' and clients' needs and wants.

## **MULTI EXCEPTIONALITY**

*Multi-exceptionality pupils are those that are pupils who are more able and or talented and have a disability for example ADHD, ASD hearing impairment and so on.*

### **Pupils who demonstrate Multi-Exceptionality in Design Technology may be able to:**

- cope with practical tasks that match their abilities and interests;
- look for opportunities that build on their own strengths and use these opportunities to excel;
- use an adult or more experienced and older pupils as a role model or 'buddy' where appropriate;

- use inventive, alternative and creative ways to record and share their learning.

### **Teachers at Horton Park should:**

- Identify learners strengths
- Involve them in all aspects of learning
- Have high expectations
- Consider their needs in all aspects of school life
- Work with them and their parents and carers to overcome potential barriers.

## **EQUAL OPPORTUNITIES**

We incorporate Design Technology into a wide range of cross-curricular subjects and teachers make links wherever possible so children see a real need and purpose for what they are making. We adhere to the Equal Opportunities Act 2010 and ensure that all children are able to fulfil their potential regardless of race, religion, disability or gender.

## **PUPILS' RECORDS OF WORK**

Children are taught a variety of methods for recording their work and they are encouraged and helped to use the most appropriate and convenient method of recording. Children are encouraged to Design, Plan and evaluate all their Design Technology projects. Use of sketches and use of technical words is modelled and demonstrated by the adults.

## **MARKING**

Marking of children's work is essential to ensure they make further progress. All work is marked against success criteria, in line with the school marking policy, and includes 'Now' steps. Work is to be marked once completed before a child starts the next piece of work in accordance with the school marking policy. If a child has not grasped a concept, a Further Now step is given to challenge the child. In KS1 children are encouraged to self-evaluate their work in the form of a self evaluation. In KS2 children evaluate using a Top Tip or Peer Evaluation each lesson and they are given time to respond to the 'Now' steps.

## **PUPIL ACHIEVEMENT AND FEEDBACK**

Teachers make regular informal assessments throughout the year using the Horton Park Assessment grid for Design Technology. They also use this to inform planning. Design Technology projects are kept in school for display until the end of the year.

### **Short term**

Children's class work is assessed frequently through:

- regular marking
- analysing errors
- questioning

- discussion
- plenaries

This is used to inform future planning and teaching.

### **Long term**

At the end of each year teachers report on the attainment of Design technology to parents through school reports.

### **Reporting to Parents**

The annual report to parents will include information re: progress and attainment and future targets in the subject.

### **Monitoring and Evaluation**

Monitoring will be carried out by the Design Technology subject leader as follows:

1. **Auditing Planning:** Access to all planning, relating planning to the National Curriculum and evaluating appropriateness. Design Technology Leader will sit in on Curriculum Meetings to get a whole school overview of teacher's planning and will advise as appropriate. Teachers planning surgeries and support sessions will be held after school or in holidays for teachers.
2. **Monitoring of work:** Analysis of pupil's work in work scrutiny and discussions with pupils and class teachers.
3. **Monitor the Quality of teaching:** Analysis of planning and classroom observations re. This is a focus on the annual Design Technology scrutiny.
4. **Auditing Resources:** Annual risk assessment and ongoing evaluation of resources. Monitor use of resources.

### **The subject leader will:**

- Lead by example showing a thorough understanding of the subject
- Offer support to teachers in assessment, planning, teaching and delivery
- Work alongside the Headteacher and Deputy Headteacher to monitor and evaluate teaching and progress
- Identify training and development needs, plan and deliver training.
- Resource Design Technology throughout school.

### **Children will be encouraged to:**

- Enjoy Design Technology and see its relevance for life.
- Understand what their next steps are, and be able to evaluate their progress towards them.
- Use Design Technology vocabulary with confidence.
- Design, plan, make and evaluate.

### **Parents will:**

- Be encouraged to develop positive attitudes to Design Technology and actively support their children when project homework is given
- Be well informed of their children's progress in Design Technology through annual reports and parents meetings.



## **Review Process**

Design Technology Leader reports outcomes of monitoring and Outcomes to Headteacher and Deputy Headteacher.