



At Grange view we let our light shine, always sparkle and strive to achieve our God given potential.

*Let your light shine brightly before others.*

Matthew 5:16



### Our Ethos

The children are living a Christian life where they aim to flourish and thrive, thinking about our core Christian Values; Friendship, Trust, Forgiveness, Respect and Wisdom to become lifelong learners.

### Our Aims

- To provide a stimulating and secure environment, inclusive of children from all faiths and cultures.
- To provide an engaging, meaningful and relevant curriculum that equips all learners with the necessary skills for their educational journey.
- To value all individuals and support them to reach full potential and create an atmosphere of equal opportunity where expectations are high.
- To grow caring citizens who value the world we live in and celebrate moments of awe and wonder.
- To offer opportunities for collective reflections and inspire spiritual development that shape daily lives.
- To help the children to form values which will allow them to make moral choices throughout their lives, not just during their school years.
- To work in partnership between home, school, church and the wider community.

# **Design Technology Curriculum Policy**

## **1. Legislation and guidance**

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

## **2. Roles and responsibilities**

### **2.1 The governing body**

The governing body will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing body will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

### **2.2 Headteacher**

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum

- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

### **2.3 Other staff**

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

## **3. Organisation and planning**

### **3.1 Our Intent: Why our curriculum looks like this:**

With DT we intend to equip children to use critical thinking and creativity to understand and change the world. At Grange View we give our pupils life- skills that will enable them to flourish and achieve their god given potential. We want our pupils to be able to operate in the 21st century workplace and we want them to know the career opportunities that will be open to them if they study DT.

Our Design Technology curriculum focuses on a progression of knowledge and skills. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. Our intention is that Design Technology supports children's creativity and allows children to apply the knowledge and skills learned in other subjects, particularly Maths, Science and Art. Children's interests are captured through theme learning, ensuring that links are made in a cross curricular way, giving children motivation and meaning for their learning.

### **3.2 Planning and skills progression:**

Our curriculum planning follows a two year rolling cycle to accommodate mixed year classes. The topics have been chosen based on the new curriculum and ensuring the themes are engaging and interesting to the children.

The DT focus has been mapped out to ensure that all areas of the curriculum are covered on a yearly cycle and have been sequenced methodically so that they support and enhance the curriculum topic being taught whilst building on previous knowledge and skills.

Our progression of skills has been created as a staff to ensure we are all confident in the expectations and key skills needed to be achieved by the end of the year for our pupils.

This allows for effective progression to take place throughout the school, with learning well matched to the pupils age and attainment. The skills are broken down into the main areas starting from Reception – Year 4.

### **3.3 Pedagogical Choices :**

- Using a range of artists such as modern, traditional, architects, sculptors to assist their learning.

- Matching it to context to bring the learning alive.
- Opportunities for partner discussion and collaborative working.
- Use of word power to build awareness and confidence with tier three subject vocabulary.

### 3.4 Subject Spotlights:

At Grange View we like to give every subject it's chance to shine. DT is showcased through STEM Week. We hold a DT fashion show each year, where children can show off their DT skills whilst learning about a topic from our curriculum.

### 3.5 Assessment:

DT is a very practical subject, through each unit of learning a series of assessment for learning techniques will be used such as no stakes quizzes, show me boards and exit tickets to determine what the children have retained and understood. Formative assessment throughout the lesson will inform the future learning for the children, with adaptations being made where necessary to meet the needs of all. At the end of a unit, the sketch books will showcase learning and progress.

### 3.6 Resources:

In DT we use a range of resources and mediums; pencils, pens, crayons, textiles, clay, watercolour paints and oil pastels. We use joining materials such as glue, glue guns and tape.

### 3.7 Early Years starting Points:

Children enter Nursery at the expected level for The Arts. They enjoy exploring paint, manipulating materials and colouring. Provision is carefully planned to enhance those artistic skills, with a focus on knowing primary colours and how to mix to create secondary colours. During their time in Nursery and Reception they have many opportunities to listen to music and create movements to the different beats, play instruments and safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. There is a permanent craft area in the provision where the children are free to choose what creations they design and make. Children are given many opportunities to be imaginative; through small world play, role play and creating puppets.

See our EYFS policy for information on how our early years curriculum is delivered.

### 3.8 Personal Development

Through partner work, discussion and investigation throughout the curriculum, the children build their tolerance and respect for others' contributions. Within our artist spine, high quality artists are shared with the children to build their knowledge of diversity and significant individuals, this has an impact on their culture and them as individuals – learning how they can make a positive contribution to British society. The curriculum is

enriched through well chosen artist visits that widen the pupils aspirations and understanding of the subject. Often this introduces the children to potential aspirational career options. DT is focused on during STEM week and encourages children to think about potential careers.

#### **4. Inclusion**

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

#### **4.1 SEND provision:**

- Using floor books and sketch books so that they have the opportunity to develop without the pressure of written evidence.
- A vast majority of learning takes place in mixed ability pairs, to ensure that support and challenge is available and peer support is encouraged.
- DT is very practical and tasks are always practical to support and engage the slower graspers.

#### **5. Monitoring arrangements**

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Monitoring visits and conversations
- Learning walks alongside subject leaders
- Termly subject leader reports

Subject leaders monitor the way their subject is taught throughout the school by:

- Planning scrutinies
- Learning walks
- Evidence in floor books
- Pupil voice

Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.



This policy will be reviewed every 3 years by the DT lead.  
At every review, the policy will be shared with Committee 2 for approval.

## **6. Links with other policies**

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- Marking policy
- SEN policy and information report
- Equality information and objectives

## **7. What is it like to be a pupil at Grange View studying DT on a daily basis?**

Our DT lessons inspire children to think, build, evaluate and promote their own creativity.