

Brampton Primary School

Brampton Art and Design Policy



Building Personal Success

Reviewed by: Rumaysa Ali

Date: September 2023

Link Governor:

Next review date: June 2025

To be read in conjunction with:

- Teaching and Learning Policy
- School Uniform Policy
- Healthy Schools Policy
- SSF Action Plan and Report

Brampton Primary School
Brampton Design and Technology (DT) Policy

Curriculum Statement

Building Personal Success for all children is our core intention, and at the centre of everything we do. We are driven by the *UN Convention on the Rights of the Child*, specifically articles 3 and 29, and ensure they are always at the forefront of our thinking.

Intent

Design and Technology education involves two important elements – learning about the designed and made world and how things work, and learning to design and make functional products for particular purposes and users.

At Brampton, children are encouraged to be critical thinkers and problem solvers who will be able to innovate in this rapidly changing global society. Design and Technology education helps develop children's skills and knowledge in design and materials.

Implementation

The National curriculum organises the Design and technology attainment targets under four subheadings: Design, Make, Evaluate, and Technical knowledge. We have taken these subheadings to be our Primary strands: Design, make, evaluate and technical knowledge.

There are six areas of learning which include: Cooking and nutrition, Mechanisms/ Mechanical systems, Structures, Textiles, Electrical systems (KS2 only) and Digital world (KS2 only).

Our Progression of skills document shows the skills and knowledge that are taught within each year group and how these skills develop to ensure that attainment targets are securely met by the end of each key stage.

Impact

The expected impact of following the Kapow Primary Design and technology scheme of work is that children will:

Understand the functional and aesthetic properties of a range of materials and resources.

Understand how to use and combine tools to carry out different processes for shaping, decorating, and manufacturing products.

Build and apply a repertoire of skills, knowledge and understanding to produce high quality, innovative outcomes, including models, prototypes, CAD, and products to fulfil the needs of users, clients, and scenarios.

Understand and apply the principles of healthy eating, diets, and recipes, including key processes, food groups and cooking equipment.

Have an appreciation for key individuals, inventions, and events in history and of today that impact our world.

Recognise where our decisions can impact the wider world in terms of community, social and environmental issues.

Self-evaluate and reflect on learning at different stages and identify areas to improve.

Meet the end of key stage expectations outlined in the National curriculum for Design and technology.

Teachers to feel empowered to teach DT

Pupil Premium

Pupils who have been identified as pupil premium will be targeted with clubs as well as additional extra-curricular activities that they would not normally have access to.

SEND

DT lessons are differentiated to allow all children, (including EAL, SEN and talented children) to take part and enjoy the DT curriculum.

Teaching Objectives/Skills

The skills progression map can be found on the Design and Technology page on the website.

Curriculum Map

The updated curriculum map can be found on the Design and Technology page on the website.

Teaching and Learning

In the EYFS (Early Years Foundation stage) will be taught through the Early Learning Goals, which include: Safely use and explore a variety of materials, tools and techniques; experimenting with colour, design, texture, form and function; share their creations, explaining the process they have used.

There is a programme of study for Design and Technology in place from Year 1 through to Year 6 that is taught through our progression of skills document and Curriculum Map.

Class teachers will plan before the start of each new topic, and at this point highlight the skills that will be covered. Although the individual lessons might, by the very nature of creativity, be slightly different from class to class within in a year group, the most important aspect to consider is the skills that need to be covered.

Record Keeping and Assessment

As in all other areas of the curriculum, assessment is an integral part of the teaching process. Specialist teachers will keep records of work carried out through the use of book work, examples of work and photographs. This will portfolio the pupils' levels of achievement of work.

Formative assessment is used to guide the progress of individual pupils in Design and Technology. It involves identifying each child's progress in each aspect of the curriculum, determining what each child has learned and what should therefore be the next step in their learning.

To ensure consistency, the class teachers will assess children against the skills progression document. The class teachers will then collate % of pupils working towards, at expected or above expected standards.

Marking and feedback

Maximum impact can be achieved when pointing out successes and improvement needs against the learning intention. Verbal feedback is encouraged.

Monitoring

The monitoring of coverage and progress across the school will be done by the subject coordinator in consultation with the specialist teacher and the senior leadership team.

Resources

Our school has a wide range of resources to support the teaching of Design and Technology across the school. Classrooms have a range of basic resources, with the more specialised equipment being kept in the Art and Design cupboard.

Parental involvement

A note on the school newsletter will be sent out at the beginning of each new term which informs parents of the topic the children will be covering.

Equal Opportunities

Care should be taken to give each child the opportunity to learn about the global community, regardless of race, Religion, language or gender.

Emergency procedures:

Fire

Follow school rules. Do not stop to collect anything.

Accidents

Send the child to first aid, or if more serious, send for a first aider.

Health and safety & Risk Assessments

Children should be taught to use items of protective clothing as appropriate and be encouraged to develop safe and tidy work practices. Teachers and pupils should be aware of potentially hazardous materials and tools in relation to their storage and use. Teachers will always teach the safe use of tools and equipment and insist on safe practice.

Important contacts:

Brampton Primary School: Rumaysa Ali, Design and Technology subject leader

Who to contact about the policy and procedures:

See the Head Teacher, curriculum leader or Design and Technology Subject Leader if there are any problems or concerns with any part of this policy.