

Bosmere Community Primary School



DT Policy

July 2022

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Approved by the Committee/Governing Body	<i>Bosmere Primary School</i>
Signature of Chair of Governors/Committee	
Date approved	<i>July 2022</i>
Review date	<i>July 2024</i>

Curriculum Intent

At Bosmere Community Primary School our curriculum is designed to inspire enthusiasm for learning, to ensure achievement and to nurture pupil health and well-being. We aim to develop independent, creative and inquisitive learners who gain the confidence, resilience and skills needed to be learners for life and responsible citizens for the future.

Our inclusive curriculum focusses on progressive subject specific knowledge, skills and understanding as set out in the National Curriculum. It promotes high aspirations by engaging pupils in rich and memorable learning challenges that take pupils beyond the classroom.

Our approach allows pupils the opportunity to influence their own learning, placing particular emphasis on:

Enquiry: fostering a sense of curiosity and problem solving

Collaboration: opportunities to learn with and from each other

Oracy: talk for learning to develop a rich vocabulary and clarity in communication

Linking learning: identifying cross-curricular links in knowledge and skills and applying transferable skills where meaningful

Identity: making the most of enrichment opportunities and local links, developing a sense of where we fit in the local and global community.

Introduction

At Bosmere we use a variety of teaching and learning styles in D&T lessons. Our principal aim is to develop the children's knowledge, skills and understanding, and we do this through a mixture of whole class teaching and individual, pair or group activities. Teachers draw attention to good examples of work models for the other children, and we encourage the children to evaluate their own work as well as the work of other children. The teachers refer to the D&T long term plan for their skill progression. Design and Technology incorporates the National Curriculum's skills of design, make, evaluate, technical knowledge, cooking and nutrition, plus Expressive arts & design and Knowledge and understanding of the world in the Foundation Stage. Design and Technology can also be an experience which draws on a number of curriculum areas, for example, using measuring skills developed in Maths to accurately measure when designing and making a product.

Implementation – Planning, teaching and learning

The school subscribes to KAPOW for all its DT needs – progression maps, planning and training can all be found there.

The Foundation Stage We encourage the creative development of our children in the Foundation Stage classes as an integral part of their work, relating the creative development of the children to the objectives set out in the Early Learning Goals.

For disadvantaged pupils, or those with SEND, the planning and delivery of the curriculum may be personalised or adapted to meet individual needs. This could be through provision of additional scaffolding or sequencing learning activity.

Staff Training Staff The first port of call for DT training is KAPOW who have staff training videos for all their units of work. Confidence and expertise will be developed if requested through training sessions provided by the

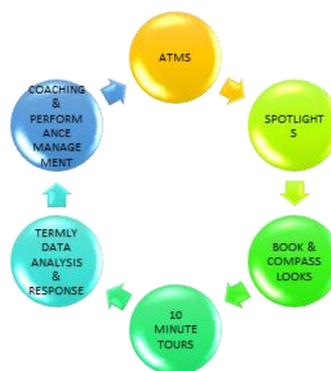
Design and Technology Lead, and external agencies. Support will be given, where possible, with Design and Technology planning and teaching by the Design and Technology Lead.

Health And Safety We encourage children to consider their own safety and the safety of others at all times. When working with tools, equipment and materials, in practical activities and in different environments, including those that are familiar and unfamiliar, pupils are taught how to be safe and made aware of any risks or dangers. All tools and materials are suitably stored and labelled. Cooking ingredients (such as food colouring) are disposed of when they become out-of-date, or earlier if necessary. Dry goods such as flour and sugar are not stored in school. They are purchased when required and then disposed of. Some equipment requires close adult supervision (for example, the use of saws in Key Stages 1 and 2, and the use of glue guns in Key Stage 2). When the small ovens on trolleys are used, these must be clearly labelled with 'Hot - do not touch' even if they are just cooling down. Chairs or tables should also be placed around the oven to prevent children from getting too close to a hot/warm oven. With regard to allergies, class teachers check the forms we have for every child, to see if they have any food allergies and if they have permission to try the foods they make in school. No nuts are used in food activities in school. Design and Technology. Health and Safety Risk assessments for equipment and procedures are completed. Refer to Health and Safety Policy.

Resources A resource review is carried out annually; here staff are able to submit requests for specific resources to aid the implementation of the curriculum areas they teach. Resources are purchased with the annually allocated Design and Technology budget

Impact – Monitoring and Assessment

The subject lead will monitor progression of Design and Technology throughout the school and assess year groups in terms of expected levels of attainment using the subject coordinator cycle, for example through pupil perception surveys and children's work.



Summary of changes to the policy

Document control			
Date	Section(s)	Update(s)	Notes
July 2022		No updates made	