THE SPIRES FEDERATION

OUR CORE VALUES ARE: SUCCESS, HAPPINESS, INSPIRATION, NURTURE and EVERYBODY

Our Mission,

The Spires Federation is a nurturing family of small schools that are committed to excellence. We hope to inspire all of our pupils to enjoy learning, make outstanding progress and achieve their full potential.

'OPENING DOORS; OPENING MINDS'

Design and Technology POLICY

DRIVERS	TO FOSTER LOCAL AND WORLD-WIDE KNOWLEDGE	TO BE RESPONSIVE TO AN EVER-CHANGING WORLD	TO DEVELOP CONFIDENT, INQUISITIVE, INDEPENDENT AND RESILIENT LEARNERS	DELIVER SHARED LEARNING OPPORTUNITIES, IMPACTING ON A WIDER AUDIENCE TO MAKE A VALABLE CONTRIBUTION IN A 21st CENTURY BRITAIN	TO VALUE EMOTIONAL PHYSICAL AND MENTAL HEALTH AND WELL BEING

SUBJECT	Our Design and Technology curriculum is designed so that all children receive their entitlement to the full breadth of the Design and Technology curriculum. Opening Doors. Opening Minds. is critical to our curriculum intent – to expand the experiences and ambitions of our pupils. Our curriculum is wide, deep, knowledge based and is brought to life through a variety of rich, vibrant and purposeful worldly wise experiences. It is carefully designed to stimulate our children and so develop their inquisitive nature whilst also developing their communication, creativity, confidence and resilience both in indoor and outdoor environments.			
Under pinned by…	**High Expectations**	**Modelling**	**Research/Evidence**	**Vocabulary/ Quality texts**
	High expectations of children's capabilities from all members of staff.	Modelling to be shared regularly by all members of staff to encourage and engage pupils effectively ensuring they know how to use equipment correctly and safely.	Design and Technology National curriculum https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239041/PRIMARY_national_curriculum_-_Design_and_technology.pdf inspiration DT https://www.inspirationindesign.uk/ PINTREST https://www.pinterest.co.uk/oct_afternoon/dt-inspiration/ https://www.data.org.uk/for-education/primary/ Development Matters https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007446/6.7534_DfE_Development_Matters_Report_and_illustrations_web__2_.pdf	Prototype Development Skills Critiques Processing Final out come

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<tr><td rowspan="2">IMPLEMENTATION</td><td>In the Spires Federation, we intend to build a Design Technology curriculum which develops learning and results in the life long skill base for all children. Our design and technology are underpinned by the national curriculum programs of study, to provide a well-balanced and broadly based curriculum which promotes a healthy physical, mental, and worldly wise development. As a Federation we wish to inspire the next generation to become critical thinkers, develop understanding of their own health and wellbeing and to develop skills which will not only keep them safe but could become engineers.</td></tr>
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IMPACT	PUPIL VOICE Children will be spoken to regularly as part of their learning. PARENT VOICE Regular communication with parents at parents evening, through school surveys.	EVIDENCE IN KNOWLEDGE Displays Twitter #SpiresDT Teacher knowledge of pupils	EVIDENCE IN SKILLS Children will have clear enjoyment and confidence in design and technology that they will then apply to other areas of the curriculum. Children will ultimately know more, remember more and understand more about Design Technology, demonstrating this knowledge when using tools or skills in other	OUTCOMES By the end of the Year all children would have experienced design and food technology in depth. Learn the vocabulary that supports the subject and will increase understanding. Children will have built on prior knowledge and skills to fine tune known skills and develop new skills.

INCLUSION
Staff have attended SEN training with SENCO.
Areas of learning are accessible to all children using a range of learning styles to cater for all.

areas of the curriculum and in opportunities out of school.

The large majority of children will achieve age related expectations in Design Technology.
As designers children will develop skills and attributes they can use beyond school and into adulthood.

SEN	Data	Books	Planning	Observation
Four-stage graduated approach to supporting needs The SEND Code of Practice sets out a graduated approach to provide support for children with four stages of action. Assess Assess the child's development and needs. Include parents and the child where age and stage appropriate. Do you need to seek more specialist help from health, social services or other agencies? Plan Agree what strategies, interventions and support are required. Do staff or parents/carers need	Lessons uploaded onto twitter. Displays around the school to show case children's work. Implement text/ sketch books to run allow with Art and Design. (possibly the same book)		• Clear and comprehensive scheme of work in line with the National Curriculum. The Design Technology National Curriculum and EYFS is planned for and covered in full within the EYFS, KS1 and KS2 school curriculum. • Whilst the EYFS and National Curriculum forms the foundation of our curriculum, we make sure that children learn additional skills, knowledge and understanding and enhance our curriculum as and when necessary. • Delivery of design and technology projects with a clear structure. Each year group will undertake a construction topic, a textile topic and a food/drink topic. • Delivery showing clear following of the design process where each project fill follow: research, design, make and evaluate. • Each year group has a garden plot and takes ownership and responsibility for cultivating the relevant crops. • A range of skills will be taught ensuring that children are aware of health and safety issues related to the tasks undertaken • Clear and appropriate cross curricular links to underpin learning in multi areas across the curriculum giving the children opportunities to learn life skills	Children developing skills within sketch books. Developing a critical eye and learning and being inspired by great engineers.

any information or training? Include a date for reviewing plans and progress. Do Implement the plan and observe the child's response to the action taken. Review Review the effectiveness of the support and the impact has there been on the child's progress. Reviews should include the key person, SENCO, parents and the views of the child, including any agreed changes to outcomes and support. This process needs to become a regular cycle, identifying the most appropriate way of ensuring the child is making good progress, including seeking further specialist help if required.		and apply skills to 'hands on' situations in a purposeful context. ● Cross curricular project booklets. Children will undertake design tasks and use skills from across the curriculum to fully explore the design process evaluating work ensuring that it is of the highest possible quality. These project books will be thoroughly marked and assessed against the curriculum objective. Children are also asked to self-evaluate their work. ● Design Technology focused displays in every classroom alongside celebrating the outstanding three dimensional creations on display throughout the school. These displays celebrate exceptional practice and exemplify terminology and vocabulary used. ● Independent learning: In design technology children may well be asked to solve problems and develop their learning independently. This allows the children to have ownership over their curriculum and lead their own learning in Design Technology. ● Collaborative learning: In design and technology children may well be asked to work as part of a team learning to support and help one another towards a challenging, yet rewarding goal	