

Introduction:

Northway Primary and Nursery School is a strong and distinctive community, where we value each other as part of the family. We show this through our planning, our teaching, our relationships and respect for each other as individual learners. We are all learners – no matter our age or time within this or another School.

Learning potential is realised most when parents and teachers work in partnership. We believe in our children and we want our children to believe in themselves – they will then 'believe and achieve'. We set ourselves the high standard of: All learners, All achieving, All the time. Our Policy for Teaching and Learning is underpinned by this ethos.

The Northway Curriculum has a golden thread that links a rich tapestry of knowledge, interwoven with key skills and allows children to engage with, connect with and understand their locality and rich cultural offer and take their places as global citizens in the twenty first century.

The Northway Values for Victory exemplifies an ethos that builds community and provides the expectations for excellent attitude and learning behaviour. The curriculum is planned to allow children to explore, evaluate and improve. Children know the high expectations and are encouraged to strive for success in all that they do. Children are nurtured so they can engage with their learning without barriers and reach their own potential. Northway understands that aspiration is good but aspiration for all: all learners, all valued, all achieving...all the time.

Our Curriculum is a progressive programme of study, where children are exposed to knowledge and skills year on year. Children should see the 'big picture' as they progress through school and see building blocks coming into place. They will be immersed in a rich vocabulary and text-base to inspire a love of learning and given the opportunity to share their knowledge. Children can exemplify their prior knowledge and staff teach from this starting point, knowing the expectation for their specific year group. Low state quizzing for pre-assessments endeavour the development of sticky knowledge and post-assessment give children the satisfaction of achievement. Each subject area is taught discretely but has clear cross-curricular links and crossover of skills. We give core subjects and basic skills a strong emphasis but passionately believe in a wide, broad, rich curriculum, where children have deeper learning experiences and develop a life-long love of learning...developing dynamic and industrious citizens for Liverpool and the world who can make a positive contribution.

Excellence, enjoyment, enrichment, progression and relevance are all key principles of our Northway Curriculum from Nursery to Year 6.



RESPECT • TRUST • COURAGE • COMPASSION • FORGIVENESS • PERSEVERANCE • HOPE

1. Statement of consideration of equalities in all policies and procedures

This policy outlines the teaching, organisation and management of Art and Design taught at Northway Primary School. The policy has been drawn up as a result of staff discussion and has the full agreement of the Governing Body. The implementation of this policy is the responsibility of all teaching staff.

2. Intent

Aims

At Northway Design and Technology is an inspiring, rigorous and practical subject. Design and Technology encourages children to learn to think creatively and to solve problems both as individuals and as members of a team.

Objectives

At Northway, we encourage children to use their creativity and imagination to design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values.

The children are also given opportunities to reflect upon and evaluate their finished product, asking themselves questions about its uses and its effectiveness and are encouraged to become innovators and risk-takers by being given opportunities to test and refine their ideas.

3. Implementation

Scheme of Work

At Northway we use the Project on a page scheme of work created by the Design and Technology Association (DATA) Each class completes three project per year.

Safety considerations

Safe use of tools and equipment is key to the teaching of DT at Northway. Equipment such as saws etc. is only used by the children after clear instruction and explanation from the teacher.

Strategies

Through a variety of creative and practical activities, we teach the knowledge, understanding and skills needed to engage in a sequence of designing, making and evaluating. The children work in a range of relevant contexts as they move through the school and are given opportunities to use and improve skills learnt in previous years.

Resources (including iPads)

There is a wide range of resources available for the teaching of the DT scheme. This includes consumables such as card and wood as well as equipment and tools needed to complete the creation of the children's designs.

Learners who need more

Design and Technology is a key part in our school curriculum policy, providing a varied and immersive education for all our children. Teachers deliver appropriate learning opportunities which meet the needs of all pupils, including our learners who need more and of those learning English as an additional language. We believe that the practical nature of Design Technology enables children to thrive in a subject less bound by writing.

Knowledge Organisers

All pupils have access to knowledge organisers for Design technology. These knowledge organisers are specific to their year group and the unit of study. They are there to support the pupil's knowledge of technical vocabulary, skills and knowledge that they will use during their unit of work.

Educational Visits / Fieldtrips

4. Impact

Outcomes

Pupils leave Northway with the knowledge, skills and understanding to be able to understand the importance and use of Design and the ability to translate their designs into completed products.

Assessment

Children's skills will be assessed and developed by the teacher during lessons and through critical discussion at the end of each unit. Assessment is done through Balance where there are a series of statements that evaluate the learning that has taken place in each unit

5. Progression within the subject

Key skills and key knowledge for Design Technology have been mapped across the school to ensure progression between year groups. This also ensures that there is a context for the children's work in Design and Technology; that they learn about real life issues and problems and how they could be solved, as well as developing their skills throughout the programme of study. Skills learnt and implemented in previous units are revisiting and developed in future units.

6. Monitoring and Review

Design technology is monitored via multiple avenues: pupil voice, analyse of finished products, fake deep dives and informal lesson observations and discussion.

7. Role of the pupil / parent and Subject Lead

Pupils participate in a wide range of practical activities through their DT lessons. Parents are aware of childrens' achievements via Seesaw. The Dt lead has an overview and is responsible for assisting staff in the effective teaching of DT. They are also responsible for the monitoring and updating of the school curriculum.