



North Ridge High School

DT Policy



Curriculum Policy for DT

Equality Statement

Equalities Act 2010

The Equality Act 2010 has been drawn up to tackle inequality and prevent discrimination against people on the basis of 'protected characteristics'. It brings together several existing laws and aims to make understanding the law simpler. It also introduces a new single public sector equality duty, which requires public bodies to actively advance equality.

All policies at North Ridge take account of this Act.

UNICEF Rights of The Child

Rights Respecting Schools

In the 1940s, the United Nations produced the Universal Declaration of Human Rights which was adopted in 1948. This Declaration applies to children as well as adults. However, growing awareness of the rights of children led to calls for a dedicated children's human rights treaty.

Throughout the teaching of DT articles from the Convention will be referenced as specific teaching and learning points as appropriate

Article 29: Goals of education

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 13: Freedom of expression

Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

INTENT

Purpose/Rationale

This policy outlines the purpose, nature and management of Design Technology taught in our school.

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of domestic and local contexts [for example, the home, health, leisure and culture], and industrial contexts [for example, engineering, manufacturing, construction, food, energy, agriculture (including horticulture) and fashion]

(National Curriculum, 2013)

Overview

Design Technology is taught throughout the school. Pupils are expected to design, make and evaluate a range of items.

Pupils develop skills in designing, making and evaluating a range of products. They learn technical skills that enable them to make products.

The knowledge and skills develop throughout each Key Stage to ensure that pupils know more and understand more leading to them developing skills and knowledge to prepare them for adulthood.

In Key Stage 5 pupils run social enterprise businesses based around DT.

These are:

Cup & Cake café (inc little Cup & Cake)

North Ridge Gift co

2ndHandmade.

We also have an allotment on the main school site and one at a local community allotment. Products we grow are used in the school café.

Aims

The national curriculum for design and technology aims to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook

IMPLEMENTATION

Teaching & learning

KS3 pupils in Snowdon, Helvellyn, and Grasmoor have 2 lessons of DT for one half-term per academic year.

ASD Have 17 hours per academic school year of DT

KS5 have 9 lessons a week of Grow It/Manufacturing/Catering (Class Mount Blanc are accessing a slightly reduced DT timetable which includes designated cook it and manufacturing lessons as they follow a more structured timetable.)

KS4 classes complete one term of Cook It and one term of Grow It consisting of a whole day each week.

In KS3 DT is taught on rotation per term. Pupils are taught Design Technology in a way that ensures progression of skills and follows a sequence to build on previous learning. Pupils will gain experience and skills of a wide range of formal elements of designs and concepts of technology in a way that will enhance their learning, opportunities, enabling them to use design technology across a range of subjects to be creative and solve problems, ensuring they make progress.

In the Structured Learners and Experiential department, pupils are taught Design Technology as part of the Thematic curriculum. Each term, a new theme is taught and pupils are given opportunities to take part in practical making activities that relate to the theme. For example, during the journeys theme, pupils were encouraged to design and make a diorama of a place in the world

In KS4 Design Technology is taught through the Vocational Curriculum. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation

In KS5 classes are currently accessing manufacturing along with lessons being extended to other 6th form pupils.

In this unit students will develop their knowledge and understanding of cottage industry manufacturing & social enterprise. Students will develop a range of skills when producing gifts to sell. Students will develop their understanding of materials and equipment needed to produce such items. Students will begin to understand the production process including planning, health & safety and selling via online and physical platforms. Students will have the opportunity to think creatively, devise new products, problem solve processes and explore target markets.

Students will develop personal skills and qualities related to vocational learning such as time management, independence, confidence, decision making, team work and problem solving.

When taught in parallel with other NRHS Social Enterprises, students will gain a clear knowledge and understanding of transferrable work place skills

Planning

Planning is in line with the school planning policy. The subject teacher is responsible for planning and evaluating lessons. It covers all the topics and teachers follow the guidance provided. Planning has clear learning objectives, success criteria and is suitably differentiated. All pupils' learning styles are taken into account and planned for.

Activities in DT allow pupils to build on their prior learning so they can develop their skills, knowledge and understanding.

IMPACT

Knowledge, Skills and Understanding

Pupils will:

Design

□ use research and exploration, such as the study of different cultures, to identify and

understand user needs

□ identify and solve their own design problems and understand how to reformulate problems given to them

Make

□ select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture

□ select from and use a wider, more complex range of materials, components and ingredients, taking into account their properties

Evaluate

□ analyse the work of past and present professionals and others to develop and broaden their understanding

□ investigate new and emerging technologies

□ test, evaluate and refine their ideas and products against a specification, taking into account the views of intended users and other interested groups

Technical knowledge

□ understand and use the properties of materials and the performance of structural elements to achieve functioning solutions

(National Curriculum, 2013)

Assessment, Recording and Reporting

KS3, KS4 and Structured Learners:

Design Technology is recorded, reported and assessed by the following:

- B-squared assessment tool (including cross curricular links)
- Onwards and upwards assessment tool (Cook It)
- Photographic evidence for ROAs
- ASDAN bronze unit awards
- Teacher observation of pupils' work
- Self-assessment
- Pupils' end of year report

Staff Development

All staff who teach Design Technology are encouraged to share resources and good practice.

Staff will have access to external courses if it is relevant and likely to impact on pupil progress.

Resources

North Ridge High School has three main DT areas that are used for Cook It and Grow It lessons, the food technology room, the mobile trolley, the allotment, outside grounds and manufacturing room.

Teacher resources are stored electronically in the staff shared area for all staff to access and share good practice.

Monitoring and evaluation

The Head teacher, Deputy Head, the DT Co-ordinator, Assessment Co-ordinator and teachers, monitors DT having identified priorities, the SLT and Design Technology Co-ordinator construct an action plan that may form part of the School Development Plan. This forms the basis for any monitoring activities and will clearly identify when, who and what is to be monitored and how this will take place e.g. classroom observation, planning scrutiny, work sampling etc.

Review

Date approved by Governors: 12.7.22

Date of review: July 24