

The Grange Primary School

DT and Cooking and Enterprise Policy

2023-2024

Aims and Objectives

The aim of Design and Technology (DT) at The Grange Primary School is for children to use 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. We aim to prepare pupils to participate in tomorrow's rapidly changing technologies.

Through DT, Cooking and Enterprise we aim to:

- Provide opportunities for all the children to design and make quality products.
- Develop the core skills of communication, numeracy, literacy, problem-solving, using ICT and working with others.
- Develop design, making, learning and enterprising skills, knowledge and understanding, to the best of each child's ability through teaching and learning.
- Become creative problem solvers as individuals and members of a team.
- Enhance personal and social development.
- Form links with the wider community.
- Be able to use computing in conjunction with the designing and making process.
- Develop an ability to provide constructive feedback and evaluate their own products and those of others by reflecting on techniques, uses and effects.
- Make personal contributions and work as part of a team thus improving self-confidence and self-esteem.
- Make informed choices and decisions and be able to take action, individually and as part of a team.
- Provide children with the opportunity to explore food and cooking techniques along with healthy eating.
- Understand and apply the principles of nutrition and learn how to cook.
- Foster enjoyment, satisfaction and purpose in designing and making things.

Intent and Implementation of DT and Cooking and Enterprise

We plan our DT and Cooking and Enterprise Curriculum in accordance with the National Curriculum guidance and objectives for Key Stages 1 and 2. At The Grange Primary, we facilitate and integrate DT, cooking and enterprise opportunities as part of delivering the curriculum. Cross curricular links make learning more meaningful and give children a holistic view on their learning. We aim to build and nurture the concept of design and technology throughout the school in order to fully equip the children with the skills, confidence, understanding and creativity needed for their future working life. The Grange Primary School's DT Handbook and Early Years progression document have been developed to map out the progression and learning for the foundation subject. Teachers use these alongside the DT, Cooking and Enterprise Progression document to plan their DT, cooking and enterprise lessons.

Planning takes form in three phases: long term, medium term and short term:

- The long term plan outlines the DT units covered in each year group and ensures an appropriate balance and distribution of work across each term.
- Our medium-term plans give details of each unit of work for each term and identify the sequence of teaching for each unit.
- Short term plans identify learning objectives and outcomes for each unit. We plan activities so that they build upon the prior learning of the children. We give children of all abilities the opportunity to develop their skills, knowledge and understanding and we also build planned progression into knowledge and skills acquired by children, so that children are increasingly challenged as they move through the school.

Differentiation and Access

The governors and staff are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have access to the curriculum, and the right to a learning environment, which dispels ignorance, prejudice or stereotyping. Design and Technology, Cooking and Enterprise is planned to take account of the needs and abilities of all pupils. Careful differentiation takes place to ensure that all pupils, including children with SEND, can contribute to, and benefit from, the DT provision

in school. It is the responsibility of the class teacher to provide a curriculum that is inclusive, builds upon prior learning and to provide extension work or added support so that all children may enjoy the learning process and achieve well.

Monitoring and Review

Monitoring of the standards of children's work and the quality of teaching in DT is the responsibility of the subject team.

This is done by:

- Planning scrutiny
- Assessing children's work
- Pupil interviews
- Lesson observations
- Learning walks
- Resource audits

The work of the subject leader also involves supporting colleagues in the teaching of design and technology, cooking and enterprise, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The Design and Technology, Cooking and Enterprise subject leader liaises with the head-teacher. They evaluate the strengths and weaknesses in the subject and indicate areas for further improvement.

Communication

Effective communication is the key that helps us to deepen our connections to others and improve team work, decision making and problem solving. Enterprise education lends itself directly to core communication skills.

One of the 8 enterprise skills is 'communication'. We promote the use of effective communication through modeling and providing opportunities for children to participate in a lot of structured 'talk.' Speaking and listening is also promoted in other aspects of DT, Cooking and Enterprise lessons: to discuss own experience; explore and compare different viewpoints and ask and answer questions. At The

Grange Primary School, we have adopted KAGAN structures which promote talk and thinking. Children are provided with extensive opportunities to talk and share their ideas.

British Values

At The Grange Primary, one of the core curriculum drivers is on the promotion of British Values. Through enterprise education, pupils are able to work with others and respect and value people with different faiths and opinions. The emphasis on enterprise and working with others, directly contributes to the appreciation of others' perspectives. The curriculum is designed to ensure students are taught the values and reasons behind laws, such as fair trading.