



# Longridge Church of England Primary School

Berry Lane, Longridge, Preston, PR3 3JA  
Headteacher - Mrs J Cooper BEd(Hons)NPQH  
[www.longridge-ce.lancsngfl.ac.uk](http://www.longridge-ce.lancsngfl.ac.uk)

## Design Technology

### Our Vision

Through our inclusive, broad and balanced curriculum we promote our Christian ethos, Christian values and, by extension, British Values. We offer a wide range of PSHE (Personal, Social, Health, Citizenship Education) and SMSC (Spiritual, Moral, Social and Cultural) activities and always prioritise the wellbeing and development of the 'whole child' over narrow academic attainment. This means that we place a strong emphasis on developing confidence, resilience, empathy, creativity, charity, social responsibility, character and values through all learning experiences.

### What are the aims of this subject?

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.

To build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a range of users.

To critique, evaluate and test their ideas and products and the work of others.

To understand and apply the principles of nutrition and learn how to cook.

### How is it organised throughout the school?

Design Technology is taught by individual class teachers and is organised through the matrix provided. Design and Technology must be taught 3 times per year. Each teacher is responsible for giving children the opportunities to work with a wide variety of tools and safety equipment, food, textiles, structures, mechanisms and electrical systems. Materials are provided for each teacher and stored in the D.T. area. The Key Learning strands are placed on the school network along with the renewed Framework and Programme Of Study should teachers wish to access them. Examples of previous schemes of work are provided for reference.

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## How much time is allocated to it?

D.T. must be taught over 3 units per year. These units can be taught as a block or split up dependant on the year group and the other curriculum areas they teach. Year One are teaching in 'Topics' and the D.T. is moulded around them.

## How is the curriculum planned and revised?

The planning of DT lessons may be done half termly or termly as the topic requires. Teachers are continually evaluating or refining their activities. Examples of past schemes of work are provided, but not encouraged. They can be used for reference to plan new design tasks relating to the new framework aims. Example planning is provided on the network from the co-ordinator.

## What forms of assessment?

Children are assessed continually throughout their work in discussion groups, observation during practical activities and the hard evidence of their own designing, evaluation records and the end product. There are no longer 'levels'. The assessments are teacher-made judgements which fall in line with the Lancashire tracker format.

## Which records are kept?

Each unit of work will have ongoing recording and evaluating. This can be in the form of mini project booklets or a continuation of their personal Design and Technology folders. An ongoing record of topics covered and the teacher assessment of group and individual pupil performance is kept by class teachers. This information is recorded on the child's curricular record at the end of the school year.

## Which resources are available?

Each class teacher has access to appropriate materials and equipment necessary to deliver D.T. in school. These resources are stored centrally in the D.T. area.

## What provision is made for SEN?

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Children at key stage 2 are arranged in mixed ability groups enabling those with special needs to gain help from the more able. The practical aspect of this subject may also be preferred by SEN children, as a means of showing the skill not otherwise seen other areas of the curriculum.

In Key Stage 1 these activities may be carried out in small groups, under the supervision of the teacher or other adult helpers.

Children with specific needs will have additional help from support staff.

## What is the role of the Co-ordinator?

- To accept responsibility for the role
- To oversee and monitor the curriculum area
- Prioritise staff needs
- To keep abreast of developments
- To oversee the resources; availability and updating
- To collect and disseminate information
- To assess the termly work samples, and give follow up advice the colleagues

September 2016

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