

Design and Technology Policy

Our Vision

At Bournes Green Infant School the governors, staff, children, parents and carers work together in an atmosphere of mutual respect and trust in a community that is strengthened and enriched by a diversity of background, culture and religion. Our priority is to foster the self-confidence, self-esteem and independence of *all* in a climate of growth and opportunity that will enable us to achieve the highest standards. We actively promote a healthy environment in which children enjoy learning and develop the skills needed to become responsible members of society.

We aim to bring learning to life.

'**Strength Through Wisdom**' was the original mission statement for our school. Today we nurture our children to be confident and articulate with an enjoyment of learning in the belief that this will enable them to gain strength from their developing wisdom.

To be read in conjunction with our DDA scheme, Equal Opportunities Policy and accessibility plans. See also related policies: Teaching and Learning, SEN, Early Years, Able Gifted and Talented and Curriculum.

Purpose of study

Design and Technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. 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.

(National curriculum 2013)

Key Principles

The principles for teaching Design and Technology at Bournes Green Infant School are:

- to provide equal access to develop skills, knowledge and understanding
- to provide equality of opportunity for every child to experience and develop an awareness of the importance of Design and Technology in our lives

Aims

Our main aim is for all of our children to achieve in Design and Technology and to study it with confidence, enjoyment and a sense of achievement.

1. To facilitate and enhance learning in all areas of the curriculum.
2. To develop the confidence and competence to identify, examine and solve practical problems using a variety of methods and materials.
3. To develop understanding of the ways products may be controlled and how they might be improved.
4. To give children a sense of enjoyment and pride in their ability to design and make.
5. To develop flexibility and openness of mind in problem solving.
6. To encourage children to use previous learning and experience in problem solving.
7. To encourage children to develop the social skills to enable them to work as a member of a team as well as independently.
8. To encourage children to question and evaluate the quality of their work and modify it accordingly.

Organisation

Design and Technology is taught practically, with a cross curricular approach to allow the children to see how Design and Technology is all around them in their daily lives. This calls for children to become autonomous and creative problem solvers, both as individuals and members of a team. Through their work, children become more focused on what makes a successful product and more imaginative in how a product could be made or improved.

We aim to ensure that every child enjoys their Design and Technology, makes progress and gains positively from lessons. Therefore lessons are planned and practical activities are structured and supported by adults so that all children can be included.

Management

The role of the Headteacher is to:

- Remain well informed, provide active leadership and set high expectations for what can be achieved by staff and pupils
- Make sure there is systematic monitoring and self review of planning, teaching, assessment, learning outcomes and children's work

The role of the Design and Technology leader is to:

- Take the lead in policy development and the production of schemes of work, designed to ensure progression and continuity in Design and Technology throughout the school
- Support colleagues in their development of detailed plans, their implementation of the schemes of work and in assessment

- Monitor progress in Design and Technology, through observations (photos and copies of work may be taken)
- Take responsibility for the purchase and organisation of central resources for Design and Technology
- Keep up to date with developments in Design and Technology and disseminate information to colleagues as appropriate

The role of the teacher is to:

- Have a knowledge of Design and Technology within the Primary National Curriculum and the Early Years Foundation Stage (EYFS) and use appropriate teaching methods
- Secure high standards through effective teaching and learning throughout the whole school
- Provide differentiated resources for each task, with extension activities for the more able and support for the less able
- Make sure appropriate tools and equipment are provided to ensure that all pupils have sufficient access to the Design and Technology curriculum

The role of the teaching assistant is to:

- Encourage
- Question
- Assist individuals or groups of children using technology equipment
- Reinforce teaching points as well as key language
- Assist individuals or groups with their designing and evaluating skills by promoting discussion
- Assist children with physical needs, such as those with poor fine motor skills

The role of the Design and Technology Governor is to:

- Meet with the Leader to discuss the development of Design and Technology within the school
- Be involved with reviewing the policy for Design and Technology
- Monitoring and evaluating the attainment in Design and Technology

Planning

In Reception, children follow the Early Years Foundation Stage Curriculum with an emphasis on learning through play. Design and Technology is mainly found under the umbrella of Understanding of the World. However, it contributes to all areas of learning in the Early Years Foundation Stage Curriculum. Children will build upon their pre-school experiences and have opportunities to develop the crucial knowledge, skills and understanding that help them to make sense of the world.

In Key Stage One, planning is produced in line with the National Curriculum and teachers work in year groups to devise their medium and short-term planning, based around particular themes. Assess and Review sessions are planned for the end of each topic.

Planning reflects the progression of knowledge, skills and understanding as indicated by the National Curriculum level descriptors.

Assessment

Formative assessment is used to guide the progress of individual pupils in Design and Technology. It involves identifying each child's progress in each area of the Design and Technology curriculum, determining what each child has learned and what therefore should be the next stage in his/her learning. Assessment is mostly carried out informally through the evaluation of work and discussion. In Reception a child's progress is recorded using the Foundation Stage Profile and assessed in relation to the Early Learning Goals. In Key Stage One levels are recorded at the end of each year.

Feedback to Children

Feedback to children on their progress in Design and Technology is achieved through informal discussions related to the design, making, evaluation and technical knowledge of their product whilst children are undertaking each task or group work. Discussion aims to help the children learn and reflect on their work.

Parents

Parents are kept informed and encouraged to be involved in their child's learning through regular parents meetings and an annual written report. Children's attainment is reported on the annual written report. In addition, we send home termly curriculum letters so that parents know what is being covered in Design and Technology lessons at school.

Special Educational Needs

It is our intention whenever possible to include all children in Design and Technology lessons, so that they benefit from watching and listening to other children sharing and modelling their skills. However, some classes may have children whose progress requires special consideration. In this circumstance the class teachers may wish to consider if the Design and Technology lesson is the most appropriate way for the child to spend his/her time. In this situation the child's Provision Map will form the basis of their work.

Race Equality

We will make use of opportunities to build upon the diverse backgrounds of all children in the classroom and aim to incorporate non- stereo typical role models where possible.

Academically More Able

Able children are identified on our register or awareness list. The use of higher order questioning may be used to encourage children to develop their ideas and thoughts.

EAL

We support our EAL children in a variety of ways in Design and Technology. Whole class sessions provide helpful models of spoken English and opportunities for careful listening, oral exchange and supportive shared repetition. Group work provides opportunities for intensive, focussed teaching input. We repeat instructions for EAL children when necessary and emphasise key words. Some language may need careful explaining.

Resources

We have a range of resources including IT to support in the delivery of Design and Technology. Children may be asked to find things out, bring things in, notice things or simply reflect on their learning outside of school.

Health and safety issues in Design and Technology

Class teachers are responsible for the safety of the staff, pupils and voluntary helpers within their work area. It is important that teachers ensure that children are effectively supervised at all times. Parent helpers should be informed of the health and safety issues concerning the use of tools and equipment, including those in the food technology area.

It is important to teach skills correctly and always insist upon good practice. Children should always be given a demonstration of how to use equipment safely, prior to beginning their work. Reminders on how to be safe are given throughout the lesson and particularly to children with individual care plans.

Review

This policy was amended by staff and approved by the Governing Body in summer 2017.

This policy will be reviewed in accordance with the Policies and Key Documentation Review Timetable.