PERRYFIELDS INFANT SCHOOL
DESIGN AND TECHNOLOGY POLICY

Helping each other to learn and grow

Design and Technology involves applying knowledge and skills when designing, making and evaluating products. Undertaking design and technology activities in school will give children opportunities to use a range of materials and processes, and to work independently or as part of a team. When engaged in design and technology activities our children will undertake tasks that are challenging, relevant, motivating and serve to develop their critical problem solving skills. Design and Technology is taught in each year group as a termly project over a series of lessons dedicated to the designing, making and evaluating process.

AIMS

- To equip children with the relevant skills and technical knowledge to undertake activities in design and technology.
- To give children opportunities to use a range of appropriate tools and materials.
- To provide a safe environment in which children can work and to ensure they are aware of the need to consider their own safety and that of their peers.
- To appreciate design in the environment (school, gardens, playgrounds, local community, industry, wider community) and its uses in everyday life.
- To encourage and develop an interest in how mechanisms and structures work and operate.
- To encourage children to discuss, evaluate and question their work and that of others.
- To develop strategies to solve problems independently drawing on knowledge and understanding from a wide range of subjects.

OBJECTIVES

Throughout the children's time in school the following skills and opportunities are developed for them to:

- Use simple tools safely and effectively.
- Gain experience of and be able to use a range of media and materials across all areas of the subject (cooking, textiles, model making).
- Use the environment, pictures and artefacts so that they can consider these designs and apply them in their own designing and making tasks.
- Investigate and dissemble simple objects to explore their structure.
- Self and peer assess their work with others to discuss their designs and to plan possible improvements/variations.
- Develop their use of the language of technology through discussion, questioning and hypothesis.
- Use the knowledge and understanding gained in other areas of the curriculum, such as mathematics, science and art and to apply this to their design and technology activities.
- Encourage independence of the learner when problem solving/creating their products.

SUBJECT ORGANISATION

- Design and Technology is taught as part of each year group's termly theme in a cross curricular fashion. Each child will undertake one project per term and work on this same project over a series of lessons.
- Class teachers will teach and model a variety of techniques/materials that could be used within designing and making process and the children will then draw on these skills as required during lessons.
- Children in the foundation year are working towards the Early Learning Goals and follow the appropriate areas of learning (Understanding the World and Expressive Arts and Design)..
- Most resources are kept in the Design and Technology trolleys in the resources room between the year one classes. A variety of cooking, model making and textile equipment is readily available, however additional budget is available for specific requests tailored to suit the cross curricular nature of the subject. Teacher resource books are kept in the teachers work room.
- Children learn a range of skills through out their design and technology lessons and these skills are progressive throughout the key stage.
- Work scrutiny is carried out half termly by the subject leader to ensure high quality teaching and learning is always taking place and appropriate curriculum coverage is occurring.

HEALTH AND SAFETY

Each class teacher is responsible for ensuring the safety and suitability of the equipment used with reference to the current Health and Safety Guidelines. Teachers inform children of the risks and issues connected with using the equipment they are providing for the children and detailed risk assessments are completed beforehand.

CROSS CURRICULAR OPPORTUNITIES:

All teachers plan together creatively to make cross curricular links through a thematic approach. They plan for children to practice and apply the skills, knowledge and understanding acquired through DT to other areas of the curriculum such as numeracy, literacy, religious education, science and geography.

ASSESSMENT AND TARGET SETTING

- The subject leader has responsibility, together with the senior management for monitoring teachers' planning and the children's achievements in design and technology as well as the effectiveness of the policy in practice. Photographs are collected of the children's projects and designs, and the skills progression of the children in each year group is monitored and highlighted accordingly.
- Record keeping and assessment will cover the skills and aims of design and technology as well as taking into consideration signs of imagination and an ability to reflect on and improve their own work.
- We plan for progression by using the Chris Quigley 'Essentials' Curriculum and a National Curriculum coverage grid. This ensures that throughout the children's time in school all areas have been covered
- Parents have the opportunity to discuss their child's progress during consultation evenings.
- The annual report gives a brief statement of progress during the school year.

- There is no statutory requirement to give a National Curriculum level of attainment
- A system for monitoring is in place.

INCLUSION

- We aim to provide for all children so that they achieve their full potential.
- We identify which children or groups of children are under-achieving and take steps to improve their attainment through wave one quality teaching and planning, LSA support and differentiated resources.
- More able pupils are identified on the planning and suitable challenges are provided.

EQUAL OPPORTUNITIES

All children are provided with equal access to the Design and Technology curriculum. We aim to provide exciting learning opportunities regardless of gender, ethnicity or home background.

SMSC

SMSC is interwoven throughout the subject. Children are taught to develop their social skills though high quality paired and group work. Children are encouraged to use themselves and their peers, rather than adult support, when encountering issues thus heightening their problem solving skills. The children are taught the correct way to use the equipment provided and to make good choices that keep themselves and their peers safe. They are taught about the importance of hygiene when preparing food and moral issues surrounding the origins of specific products (e.g. fair trade). The children undertake projects that link to religious festivals from other cultures and learn to respect and understand the beliefs and practises of other cultures.

BRITISH VALUES

National Curriculum subjects are taught in a cross curricular, creative thematic approach. All children are encouraged to learn about working together in pairs and groups and treating others with respect and tolerance, regardless of background and understanding rules within school and society in order to be prepared for life in modern Britain. Lessons, assemblies and the whole school ethos encourage children to learn about decision-making, making informed choices, debating and democracy and many school decision are influenced through the pupils voice which is through the democratic process of the School Council.

REVIEW

This policy will be reviewed as and when appropriate, taking into account national and school based initiatives.

Signed ……..

Dated ……