



Design and Technology Policy

November 2021

Version	Date	Author	Status	Summary
4.0	November 2021	S.Loyd		DT policy

Review date: November 2023

Aims –

- To challenge and motivate each and every child
- To ensure the needs of every pupil are met appropriately
- To continue to raise standards and achievement levels

Through our curriculum, we aim to develop our children's skills and positive attitudes to learning so that we prepare them well for the opportunities, responsibilities and challenges of later life.

Objectives

There are two strands to the subject: designing and making; and cooking and nutrition.

Designing and making

- To teach children to consider what a product must be able to do to be successful, and to use their creativity to find solutions to a problem
- To help children acquire and apply technical knowledge, skills and understanding when designing and making
- To provide opportunities for taking risks with a design, and for evaluating successes or failures in order to inform process and improve the product
- To teach children to select and use appropriate tools and materials for making a product, whilst following safe procedures
- To enable children to experience technological capability in a wide range of materials.
- To enable children to develop an understanding of technological processes and to explore existing products and mechanisms, evaluating their contribution to our society
- To foster enjoyment, satisfaction and purpose in designing and making things.

Cooking and nutrition

- To teach children the principles of nutrition and healthy eating as part of a healthy lifestyle
- To enjoy selecting ingredients and preparing food.

Teaching and Learning / Organisation / Planning

At Southwood Infant School, we teach a topic based approach in Key Stage One and across all areas in the Early Years Foundation Stage. Design and Technology is taught discretely but with a link to the overall theme of the unit/ topic.

In the Early Years Foundation Stage:

There are many opportunities for D&T related activities across all areas of the curriculum, but it is identified as a strand within 'Expressive Arts and Design'. By the end of EYFS the Early Learning Goals related to DT are;

*Exploring and using media and materials - children sing songs, make music and dance, and experiment with ways of changing them. ***They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.***

****Being imaginative - children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through Best practice and activity ideas.***

In Key Stage 1 children will:

- Use different thinking skills to broaden and deepen their learning and to develop independence and positive attitudes
- Design products that work and that are based on design criteria
- Develop ideas through discussion, drawing, models or templates and ICT
- Apply their knowledge, skills and understanding when planning and making products
- Evaluate outcomes to inform and guide the next stage of the design process
- Use a wide range of materials and resources, including ICT
- Work on their own and collaborate with others, listening to other children's ideas and treating these with respect
- Evaluate existing products, their own work and that of others.

In cooking and nutrition, children will:

- Learn where food comes from
- Use knowledge of the principles of a healthy diet in order to prepare dishes.

Links to Other Curriculum Areas

- Improve pupils' skills in literacy, maths, science and art
- Improve pupils' skills in ICT through the use of software to support the design process, to collect information and to present ideas. Resources such as digital cameras, and recording devices can also be used to gather information and record the design process
- Develop pupils' thinking and communication skills
- Develop pupils as active citizens.

SMSC

In DT children begin to think about the impact of their designing and making on other people. We encourage children to consider which materials best suit their design and discourage waste by using resources carefully. We encourage evaluation and critical thinking, building in opportunities for children to think critically about their products and for improving them where necessary. We believe that this instils resilience and persistence and helps children to see that success often follows initial failure.

SEN and Children who are Able, Gifted or Talented

- All children are entitled to a high quality design and technology education

- Differentiated or supported activities where appropriate so that all children can access outstanding teaching of design and technology
- Able, gifted and talented children are identified in line with the school's policy for able, gifted and talented children and will receive enrichment and extension activities as appropriate
- All children are provided with suitable learning opportunities by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies: Setting common tasks that are open-ended and can have a variety of results; providing a range of challenges through the provision of different resources and using additional adults to support the work of individual children or small groups.

Assessment

- Teachers will gather evidence of what individual pupils know, understand and can do in design and technology by observing them at work, listening to and discussing processes with them
- Make periodic and end of key stage judgements using recorded work (such as 2-D designs and finished 3D pieces) assessed against progression statements
- Report annually to parents on how well the pupil has achieved, what he or she does well and where appropriate what is needed to bring further improvement.

Monitoring and Review

- The design and technology subject leader is responsible for the monitoring of standards, both of children's work and the quality of teaching and learning in this subject
- The subject leader will support teachers by providing a planning overview, monitoring existing planning, giving opportunities for them to observe design and technology being taught and giving feedback
- Monitor pupil progress through pupil conferencing, work sampling and classroom observations
- The subject leader will audit resources and organise storage and ordering of items, they will work with year teams to discuss resourcing needs and issues.
- The subject leader will work co-operatively with the SENCo
- The subject leader will discuss the implementation of the policy with the head teacher and governors, they will regularly report on the subject to the governing body.

This policy should be read in conjunction with our Curriculum and Teaching and Learning policies.