

Waterthorpe
Nursery Infant school



Design & Technology Policy

October 2017

Approved by: Curriculum Committee

Date of meeting: 11th December 2017

Next review: Autumn 2020

Design and Technology Policy

Introduction

Design and Technology is a subject, which involves children in the designing, making and evaluation of products using a variety of appropriate skills and materials.

Aims

Design and Technology enhances the curriculum by providing a practical emphasis and enables children to be creative and productive. Through their activities they will become more aware of the man-made world and the impact technology has on everyday life.

In Design and Technology we aim for all children to:

- Develop an enjoyment and enthusiasm for design and technology
- Take part in a wide range of learning opportunities which encourage enquiry
- Extend their range of learning environments and depth of experience
- Appreciate the impact of technology on everyday life
- Develop a knowledge of safety factors and an appreciation of safe practice
- Develop communication skills and an ability to work as an individual and in close co-operation with others
- Understand food and nutrition and have opportunities to learn to cook
- Have the opportunity to develop lifelong skills

Objectives

Through teaching Design and Technology at Waterthorpe our specific objectives are:
For pupils to be able to;

- Know basic principles of balanced eating and where food comes from, and should be encouraged to develop an interest in cooking.
- Perform simple, useful, practical tasks (for instance, making products for a purpose using a basic range of tools and materials, and techniques such as cutting, forming and joining)
- Explore different materials, and become familiar with their properties and uses
- Communicate ideas simply, such as through drawing, jottings, modelling in 2-D and 3-D and, where appropriate, using information and communication technology to record the development of their designs
- Appreciate the need for good design by evaluating a range of design and designers

Teaching Methods and Organisation

Planning

Design and Technology is taught both as an individual curriculum area and cross-curricula to support either topic work or other curriculum areas.

The Foundation Stage children will follow the Early Years Foundation Stage Curriculum. In the areas of Understanding the World and Expressive Arts and Design children develop the skills; knowledge

and understanding that help them make sense of the world. This forms the foundation for later work in Design and Technology.

At Key Stage 1 long and medium term planning details coverage, progression and context for each area of Design and Technology. Units will be taught as parts of topics were possible and planning will show careful reference to the learning objectives outlined in the National Curriculum.

Differentiation

Differentiation will predominantly be by outcome. However, care in the planning of the lesson content for the support of pupils with SEN, including the very able, will ensure that they are provided with tasks suitably matched to their ability. Differentiation may be achieved by modifying the task, questioning, language used, stimulus, or by providing extension activities and individual support.

ASSESSMENT, RECORDING AND REPORTING

Design and Technology is assessed termly relating to the National Curriculum objectives and key skills and EYFS ages and stages/ ELG's. In addition children will be encouraged to take an active part in the assessment process including e.g. stating their opinions and self-assessment.

Evidence of work can be found in children's topic books, class floor books and Foundation Stage Journals. The Design and Technology curriculum is also recorded through photographic evidence, which is collected and monitored by the subject leader.

Resources

Design and Technology has an allocated budget for resources that are managed by the subject leader. Each class has a technology box, which is restocked regularly for continuous provision activities. A variety of construction is available in each classroom as part of their construction areas. There is also a central resource area where boxes are labelled according to different Design and Technology areas. All resources will be carefully monitored and extended at regular intervals.

Health and Safety Guidance

Teachers teach the safe use of tools and resources and insist on good practice. When working with food children are instructed to:

- Wash their hands
- Tie back hair
- Wear an apron

As basic requirements before handling or preparing food. Ingredients will be bought specifically for the activity and stored appropriately.

Inclusion and Equal Opportunities

All pupils will have an equality of access to a broad and balanced curriculum irrespective of gender, ethnicity, class, culture, ability or any other potentially discriminating factor. Additional support is given as appropriate and following our Special Needs Policy. This is reflected fundamentally in all teachers' planning. Our Equal Opportunities policy is adhered to across the Design and Technology curriculum.

The role of the Design and Technology Subject Leader

Design and Technology within the school is monitored by the subject leader. They will keep staff up to date with new developments. The subject leader has responsibility for leading developments within their area and for monitoring planning, teaching and learning.

SCHOOL IMPROVEMENT PLANNING

Our school Improvement Plan/Single Integrated Development Plan identifies development needs, planned activities, costing and success criteria for Design and Technology. This is monitored termly and included in the Headteacher's report to governors. The plan has a full review each year in the Spring term when work is evaluated and new priorities are identified.

LINKING POLICIES

Special Needs
Equal Opportunities
Child Protection
Health and Safety
Science
Art

Monitoring and review

This policy will be monitored by the Design and Technology subject leader. A monitoring programme will be followed each year and will include monitoring reports, by the Design and Technology leader on the effectiveness of the policy. It will be reviewed in the Autumn term of 2020.

Equality Impact Assessment Template

Name of policy or project being assessed?	Date
Design and technology	13/09/17

Priority Level	
High	
Medium	
Low	X

Lead Officer: Helen Stokes
Members of the assessment team: Helen Stokes & Suzanne Marriott
Others involved in the assessment (peer review/external challenge): Curriculum Committee members

What are the aims of the policy or project?

Design and Technology enhances the curriculum by providing a practical emphasis and enables children to be creative and productive. Through their activities they will become more aware of the man-made world and the impact technology has on everyday life.

In Design and Technology pupils will be offered opportunities to:

- Take part in a wide range of learning opportunities which encourage enquiry
- Extend their range of learning environments and depth of experience
- Promote motivation, creativity and enjoyment
- Explore and evaluate problems
- Develop and learn the knowledge and skills required to design and make products of good quality using a wide range of components and materials
- Design, make, evaluate and improve their own products
- Investigate and evaluate simple everyday products
- Appreciate the impact of technology on everyday life
- Develop a knowledge of safety factors and an appreciation of safe practice
- Develop communication skills and an ability to work as an individual and in close co-operation with others

These objectives are met through the provision of carefully planned activities to ensure progression.

Who is the intended customer/service user of this project or policy?

Children and staff

What are the desired outcomes from this project or policy?

To provide a clear approach to the learning of design and technology

List any other key policies, procedures, projects or strategies that this policy/project has implications on:

Curriculum, Equal opportunities

What are the racial, disability and gender equality implications of the policy or project?

To ensure that all groups are given equal opportunities to access this area of the curriculum

Does the policy or project have any significant positive impact for:

- Different racial groups
- Disabled persons
- Men and women
- Boys and girls

Yes

Does the policy or project have any significant adverse impact for:

- Different racial groups
- Disabled persons
- Men and women
- Boys and girls

No

Do you have any evidence?

Is there any way that you could reduce or eliminate the adverse impact or increase positive impact?

Action to take

If you have indicated there is a negative impact, can it be justified?

YES

NO

If you have indicated there is a negative impact and it cannot be justified, is it discrimination?

YES

NO

If you have answered YES, please list all the changes that you have made to eliminate this discrimination:

Please state how will you monitor the policy or project?: Policy review (by staff/governors by dates on policy

Signed (Person completing the form):

H. S.

Date: 13.09.17