

Waterthorpe
Nursery Infant school



Design & Technology Policy

February 2024

Approved by: Curriculum Committee

Date: February 2023

Next review: Spring 2027

Policy Statement

INTRODUCTION:

Design and technology is an inspiring, rigorous and practical subject. At Waterthorpe Nursery Infant School, we appreciate the importance of children using their creativity and imagination, to design and make products that solve real and relevant problems, within a variety of contexts. Through the study of design and technology, children will combine practical skills with an understanding of aesthetic, social and environmental issues. This allows them to reflect on and evaluate present and past design and technology, its uses and its impacts. At Waterthorpe, children are encouraged to become autonomous and creative problem-solvers, both as individuals and as part of a team. We aim to develop pupils' knowledge, skills and concepts, that are necessary for them to bring about change and to shape the environment.

INTENT:

Our Design and Technology curriculum has a practical emphasis, enabling children to be creative and productive. Through taught activities, children will become more aware of the man-made world and the impact technology has on everyday life. Children will learn to examine their environment, question the world and to think about how and why things work the way they do. We aim to stimulate and inspire pupils' creativity to design for a purpose, encouraging children to become innovators and risk takers.

Through high quality teaching, we intend to provide a broad, balanced and enjoyable curriculum and aim for all pupils to develop the following essential characteristics:

- A secure bank of knowledge, understanding and skills in order to design and make high-quality products for themselves and others;
- The ability to critique, evaluate and test ideas and products;
- A secure understanding of products and processes and their contribution to our society;
- A creative, technical and practical expertise needed to perform everyday tasks confidently;
- Strong communication skills and an ability to work as an individual and in close co-operation with others;
- A knowledge of safety factors and an appreciation of safe practice;
- A secure understanding of food and nutrition, and opportunities to learn how to cook;

- An appreciation of the impact of technology on everyday life.

For children in the Early Years Foundation Stage, Design and Technology is a key aspect of the curriculum which is explored through 'Expressive Arts and Design'. Children are encouraged to use Design and Technology to represent their own ideas, thoughts and feelings. Through continuous provision opportunities, children have the chance to use a range of tools and techniques, to shape, assemble and join materials they are using. Children are encouraged to explore different media and materials, and experiment with colour, design, texture, form and function. Pupils are taught to use what they have learnt about media and materials in original ways, thinking about uses and purposes.

IMPLEMENTATION:

TEACHING METHODS AND ORGANISATION

Design and Technology has been mapped out on to a curriculum ladder, designed to show a progression of knowledge and skills throughout a child's time at Waterthorpe. Across school, we plan a three-year cycle of topics so we can build up schemes of work including incremental small steps building towards an end point. This means that in KS1, each lesson relates to the next, so that pupils can clearly see their sequence of learning and how what they learnt yesterday has helped them today. Within the schemes of work, opportunities for the revision of concepts and the introduction to key vocabulary are also built in. Each unit of planning will show careful reference to the learning objectives outlined in the National Curriculum.

Throughout the programmes of study, children will experience a variety of teaching strategies, which will enable them to acquire and develop the key knowledge and skills that have been clearly identified within each unit of work. Pupils are taught to apply their knowledge and understanding when developing ideas, planning and making products, and then evaluating them. Children will develop their understanding of the importance of the whole process, rather than just the finished product.

Through Design and Technology, children will acquire a broad range of subject knowledge, and where possible, will have the opportunity to draw on key skills from other subject areas. For example, incorporating ICT for part of the designing process. In lessons, children are given the opportunity to both work on their own, and to collaborate with others, listening to other children's ideas and treating these with respect. Throughout the year, children are offered a range of extra-curricular

activities such as visitors, trips and workshops to compliment and broaden the Design and Technology curriculum.

In the Early Years Foundation Stage, we teach Design and Technology as an integral part of the topic work covered during the year. Opportunities for learning take place throughout provision, and staff work with children to facilitate any 'in the moment' learning, to promote pupils' creative ideas and critical thinking. Children are provided with a variety of materials, tools and techniques within provision, and are taught to use these to experiment with design, texture, form and function.

TEACHING FACILITIES AND RESOURCES

There are facilities for Design & Technology to take place in each classroom. Classes are also able to use the dining teaching areas, the playground and the quiet intervention rooms. The computer suite and the hall are also available for each class. There is also our Forest School building, sited in the church grounds behind the school and the path and the local environment beyond the school gates.

Design & Technology has an allocated budget for resources that is 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.

DIFFERENTIATION

Differentiation will be by task, support and outcome. Care in the planning of the lesson content for the support of pupils with Special Educational Needs or Disabilities (SEND), 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.

HEALTH AND SAFETY GUIDANCE

Pupils will be provided with a well organised and safe environment with clear areas for work. They will be taught to handle tools and materials carefully and correctly and to store them safely when not in use. They will be taught about food hygiene, food preparation and keeping work surfaces and equipment clean.

As basic requirements before handling or preparing food, children will be instructed to:

- Wash their hands
- Tie back hair
- Wear a clean apron

Any 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 SEND Policy. This is reflected fundamentally in all teachers' planning. Our Equal Opportunities policy is adhered to across the Design & Technology curriculum and with extra-curricular activities.

Activities will be created within topics, which will encourage children to reflect on their own attitudes and values in relation to a wider world, e.g. tolerance and understanding. Statements have been created and shared on the school website to outline how our Design & Technology curriculum promotes British values.

LINKING POLICIES

Special Needs
Equal Opportunities
Child Protection
Health and Safety
Science
Art

THE ROLE OF THE 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.

There is a long-term planning day per year in order to plan for next year's curriculum. Subject leaders are responsible for writing the medium and long-term

plan, which carefully plans for progression and depth suited to the age/year group. As part of this planning process, subject leaders also need to consider trips and visiting experts who will enhance the learning experience.

PROFESSIONAL DEVELOPMENT

The school is committed to the continuing professional development of staff and training will take place to meet the whole school priorities and individual needs. In-service training may take place by attendance on courses, both within and outside the Local Authority (LA), or by whole school on-site training either during staff meetings, twilight sessions or on an In-service training day. A budget allocation is given for course fees and supply costs.

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 Summer term when work is evaluated and new priorities are identified.

THE ROLE OF PARENTS

Parents/carers/volunteers are encouraged to participate in the Design and Technology curriculum through invitations to support family workshops, to join us for special events and to accompany us on visits. Teachers also design appropriate curriculum themed home learning tasks in Y2, which children complete with adults at home.

IMPACT:

We will know if the curriculum has been successfully implemented if all pupils demonstrate a progression in skills and knowledge. Our quality teaching and learning will be seen across the school with an increase in the profile of Design and Technology. We measure the impact of our curriculum through a range of methods.

ASSESSMENT, RECORDING AND REPORTING

We measure the impact of the curriculum with assessments. Formative assessments are used within each lesson, with key questions built into lesson plans. This

assessment for learning allows teachers to be flexible with adapting the sequence of learning to ensure that children are knowing more and remembering more.

In KS1, summative assessments are collected from teachers once every half term, where attainment is judged alongside the key learning objectives/end points using a traffic light system. In the Foundation Stage, children are assessed against the relevant statements in Development Matters, and when appropriate, the Early Learning Goals (ELGs). Children in F2 are assessed every half term, with the children in F1 being assessed every term.

These judgments are used to inform the subject leader and the class teacher which children are performing below, in-line and above expectations. The assessments give teachers and subject leaders confidence in the progression of skills and knowledge, as they can be used to compare throughout the year to see if intended outcomes have been met. Assessments help us to target next steps in learning.

PUPIL VOICE AND MODERATION MEETINGS

We measure the impact of the curriculum by talking to the pupils and talking to the teachers. Pupil voice questionnaires are carried out throughout the year and moderation meetings between staff are used to look at learning from all year groups. Moderation meetings take place on a rota for all subjects to allow teachers to come together to compare work from a particular subject to ensure their judgements are fair.

Evidence of Design and Technology work can be found in children's topic books, FS journals and photographic evidence on Tapestry. All children will use subject specific vocabulary accurately, and will begin to make relevant links between different curriculum subjects when looking through their work. All children will also be able to speak confidently about their learning, skills and knowledge in Design and Technology.

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.

Policy Review: This document will be reviewed in Spring 2027

Equality Impact Assessment Template

Name of policy or project being assessed?	Date
Design and technology	4/2/2024

Priority Level	
High	
Medium	
Low	X

Lead Officer: Shelly Appleby
Members of the assessment team: Shelly Appleby & 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):



Date:

4/2/24