



# Elmwood Infant School & Nursery

## *Design and Technology Policy*



**Article 29** – Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for their parents, their own and other cultures, and the environment.

**Date Policy Agreed: Autumn 2016**

**Review Date: Spring 2019**

### **Overview:**

Design and Technology involves applying knowledge and skills when designing and making products. The activities undertaken will enable our children to consider the needs of individuals and society within a caring community. Undertaking design and technology activities in school will give our children opportunities to use a range of materials and processes, and to work independently or as part of a team. We would hope that the activities undertaken here in Elmwood Infant School will also reflect the children's local environment and support them in the wider world. Our work reflects the National Curriculum requirements for Design and Technology:

The order states the importance of design and technology:-

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.

### **Aims**

- To provide a range of structured and differentiated activities which develop breadth and progression. Where possible these will relate to the interest and everyday experiences of our children
- To develop knowledge and teach skills in order to design and make products successfully.
- To help children become aware of and investigate simple products by disassembly and evaluation.
- To provide adequate time, access to information, skills and resources to make a good quality product.
- To motivate pupils by providing interesting and stimulating experiences.
- To provide equal opportunities and develop the qualities of individual pupils.
- To enable children to use design and technology to solve a range of problems.

### **Objectives**

Pupils should have opportunities to:

- develop realistic outcomes to assignments.
- take increasing responsibility for their own work.
- critically evaluate their work and the work of others and suggest improvements.
- work individually and in teams, groups, partners or pairs.

- work with a range of materials and to use them appropriately.
- use a variety of tools safely and correctly.
- communicate ideas in a variety of ways.
- develop skills and apply knowledge and experience when working on an assignment.
- develop the ability to solve problems.
- research and record relevant information where appropriate.
- examine and evaluate design features in simple products including their historical development.

### **Role of the Co-ordinator**

The co-ordinator works with the whole staff to develop a cohesive design and technology experience throughout the school. The co-ordinator will also:

- support colleagues in their development and understanding of detailed work plans and implementation of schemes of work and in assessment and record keeping.
- take responsibility for the purchase and organisation of resources for D&T
- keep up to date with developments in D&T.
- monitor delivery throughout the school.

### **Approach to D&T (planning and organisation)**

Design and technology is taught in KS1 as an integral part of topic work, where appropriate. Focused practical tasks are also planned by the class teacher to develop and practise particular skills and acquire knowledge.

Meaningful assignments set within familiar contexts are used by class teachers. Where appropriate cross curricular links are made to other subjects for example, the application of science.

- 1.Design and technology opportunities arising within the curriculum and how they can link with other subject areas and bodies of knowledge;
- 2.How we present the teaching of new skills to the children, i.e. group based, class taught or at an individual level;
- 3.The role of design and technology in the teaching and learning process throughout the curriculum;
- 4.How to encourage children to produce work of quality;
- 5.How to encourage the safe, economic and appropriate use of materials, tools and equipment;

It is important that the tasks presented to pupils help them make progress in D & T. The sequence of tasks and assignments should be planned so that there is progression in what is taught, as identified in the D&T programme of study. The school, through discussion and prior experience, has arranged D&T skills, concepts and techniques into a scheme of work. These skills, concepts and techniques will form an integral part of the planning and be incorporated into the lessons enabling progression to take place over the key stage.

### **Early Years**

Design and technology for children in the early years involves plenty of explorative and informal play through practical, first hand experiences. Children are taught to use a range of tools and equipment and are encouraged to make choices about what they will need and use.

### **Equal Opportunities**

The full range of activities in technology will be made available to every child so that all can succeed. All pupils should have equal rights to access the DT curriculum. When planning DT lessons, teachers should

create opportunities for differentiation and consider the needs of children with special education needs, children with disabilities, children who have English as an additional language as well as children who are more able or less able

### **Assessment**

Teacher assessment is used to inform future planning and to review children's capability. Design and technology assignments are used throughout the key stage to assist with formative and summative assessment. Children are encouraged to make an oral or written evaluation of their work in technology throughout the key stage. Where appropriate children will use design sheets or booklets to plan, record, assess and evaluate their work. Achievements by children will be celebrated through display and will be shared with parents as part of the end of year report.

### **Recording**

Coverage of the programmes of study is mapped by individual teachers against their D&T activities over the year, and monitored by the co-ordinator. Evidence of this is retained in the teacher's planning file.

### **Resources**

The school has a range of resources and each class teacher is responsible for these. We have materials in school and a range of teacher and children's reference books. The technology cupboard is replenished by the co-ordinator. All staff have a responsibility to ensure it is maintained in good order.

### **Planning**

It is our aim that children work through culturally diverse activities that are based on our programme of themes and or focused activities as described in our long term plan. This plan will ensure all aspects of the DT curriculum are covered during KS1.