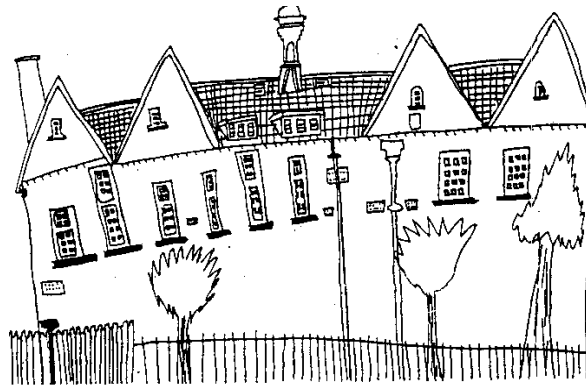


Letchmore Infants' And Nursery School

Design and Technology Policy



September 2024

Review Date - September 2026

1. Introduction

This policy details the Design and Technology curriculum for Key Stage 1 and Early Years Foundation Stage, its nature and management as taught in our school.

Through Design and Technology activities, pupils learn how to think imaginatively and discuss ideas. They will build on their early childhood experiences of investigating objects around them. They will explore how familiar things work and talk about, draw and model their ideas. They will learn how to design and make safely.

The implementation of this policy is the responsibility of all teaching staff, who will ensure that teaching assistants are aware of its contents.

2. Aims

At our school, we aim to ensure that all pupils:

- Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.
- Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users.
- Critique, evaluate and test their ideas and products and the work of others.
- Understand and apply the principles of nutrition and learn how to cook.

3. Entitlement & Implementation

All KS1 children will be entitled to the National Curriculum D&T programme of study through discreet teaching and learning opportunities, continuous and enhanced provision to promote child-initiated learning.

- Research: exploring various products and asking how, who and what questions
- Design: identifying criteria, user and product
- Planning: developing, planning and communicating ideas
- Make: working with tools, equipment, materials (including: wood, fabric, card) and components to make quality products (mechanisms, structures, food, textiles)
- Evaluate: evaluating processes and products
- Technical knowledge: improve structures, create simple mechanisms and use related vocabulary
- Cooking and nutrition: working with food and acknowledging safe food handling and hygiene practices

All Foundation Stage children will be entitled to a variety of activities leading through the Expressive Arts and Design of the Foundation Stage Curriculum.

4. Organisation of Teaching and Learning

Classrooms and practical spaces are organised in such a way as to enhance and enable child-initiated learning. A variety of resources are easily accessible in all classrooms. An additional design and technology trolley is also available to supplement the provision.

- Design and Technology activities are organised using a variety of grouping strategies appropriate to the learning intentions - whole class, group work, pairs and individual.
- Child initiated learning opportunities enable children to be self-directed and pursue their own Design and Technology areas of interest.
- Children will be taught Design and Technology by the class teacher and by support staff.
- A variety of teaching strategies will be used, to include: modelling, investigating, sharing knowledge or experiences, demonstrating, discussion and questioning.

6. Equal Opportunities

In line with the school's equal opportunities policy, each child will be entitled to all aspects of the appropriate D&T curriculum. Additional resources have been purchased to enable all children to participate. Risk assessments are in place to ensure all resources can be accessed safely by all children and staff.

7. Recording Work

Children will be taught to use a variety of styles to record their work e.g.

- verbal
- pictorial representation
- labelled diagrams
- use of design and evaluation sheets
- prototypes
- working models
- as an end product
- displays as appropriate
- photographs depicting process and product
- written accounts of activities

8. Assessment and Reporting

Learning will be continually assessed using the more detailed skill progression document alongside reference to the 'sticky knowledge' proforma. Each term teachers will record a formal assessment identifying if the child is working above, below or within expected levels. These records are kept digitally.

A variety of planned strategies will include:

- observations of, and discussion with, children carrying out activities
- written and diagrammatic responses
- teacher and child reviewing work together

The annual report to parents will detail:

- the range of knowledge and skills covered
- the child's achievements

9. Health and Safety

Pupils are made aware of health and safety issues that arise in activities and will be taught how to use appropriate equipment and to carry out tasks in a safe and responsible manner. All adults working with children are made aware of the health and safety implications, related risk assessments and of the school's First Aid policy.

Information about pupils' food allergies or cultural requirements is requested on the pupil information sheet when children enter either Nursery or an Infant class. This information is available to each class teacher. Parents are requested to update this information sheet annually.

10. Resources

Each year group has access to a range of D&T resources and equipment. Resources are organised, labelled and regularly checked; shortages/requests are notified to the Subject Leader.

Food technology consumables should be purchased as and when necessary and stored appropriately.