



Thorndown Pre-School

Design and Technology Policy

Our aspiration is that Thorndown Primary will be an outstanding school.

We value and respect everyone in our community and work as a team to:

- Provide learning experiences which support and inspire high achievement for all;
- Ensure a caring, safe and welcoming environment;
- Promote co-operative and responsible attitudes to make a positive contribution;
- Actively encourage independence and confidence to thrive in a changing world.

Approved at Learning & Development committee meeting on: 9th June 2022

Review Period: 2 yearly

Date for next review: Summer 2024

Design and Technology Policy

What is Design and Technology and why do we teach it?

Design and Technology (D&T) is a creative and practical subject which enables children to engage positively with the designed and made world. Children learn how products have been designed and developed and how they impact people's daily lives and improve the world around them. After evaluating existing products, children learn to design and make their own functional products for particular purposes and users.

At Thorndown, we know that Design and Technology enables children to develop many skills and attributes. By allowing children to make decisions for themselves, think creatively, solve problems, be innovative and develop resilience when faced with challenges, we are preparing them for life beyond primary education.

Our Aims in Design and Technology

- To develop children's curiosity and interest in the manufactured world through investigating existing products and evaluating their impact.
- To teach children about the need for sustainability in Design and Technology and help them understand how to make responsible choices which contribute positively to society.
- To nurture creativity and innovation through designing and making.
- To develop children's capability to create high quality products by combining their designing and making skills with knowledge and understanding.
- To develop children's communication skills and the ability to work collaboratively as part of a team or to work productively on individual projects.
- To promote healthy eating by helping children understand the principles of nutrition and teach them to cook a range of simple dishes.
- To develop the characteristics of resilience, critical thinking and problem solving to equip children for future challenges.

Implementing Design and Technology

Planning

A long-term overview outlines the focus of teaching for each term from the Foundation Stage to Year 6. This ensures that pupils are exposed to the breadth of coverage outlined in the National Curriculum during their time with us at Primary School. Knowledge and skills relating to textiles, food and nutrition, mechanisms, structures and electrical systems are detailed on a progression of skills document from the Foundation Stage through to Year 6. Teaching staff refer to this when planning to ensure that teaching and learning in each year group builds on children's prior knowledge and skills.

All teaching teams are responsible for the termly planning and teaching of Design and Technology. To ensure consistency in the teaching across classes, planning and resources will be shared in teams. Units of work are planned to include a balance of activities which involve investigating and evaluating products (IEAs), focused tasks (FTs) in which children develop particular skills and designing, making and evaluating activities (DMEAs) in which children design and make 'something' for 'somebody' for 'some purpose.' Although no commercial scheme is followed throughout the school, resources produced by *The Design and Technology Association* have been used to support teaching and learning.

Links with other subjects

Design and Technology provides valuable opportunities for pupils to apply the skills learned in other subjects to motivating and relevant contexts. Where appropriate, cross-curricular links are made within Design and Technology and these are referenced in planning.

Time allocation

Children have the opportunity to work on a minimum of three different units of work in each academic year. One unit will focus on *Food and Nutrition*. There is flexibility in the way that units are taught and teachers may organise these as weekly sessions or teach Design and Technology in a block.

Design and Technology in the EYFS

Children in the early years have access to a high-quality continuous provision. An area is devoted to construction inside. A range of kits and resources are available and allow the children the freedom to construct from imagination. The outside provision allows children to build on a larger scale for different purposes.

During each topic, opportunities to build for specific purposes are planned into the unit. However, many spontaneous projects will arise, driven by the children's interests. These are extended by the teaching staff, who encourage children to challenge their learning. During the Spring and Summer terms, children are taught specific joining techniques as part of a planned skills programme.

Inclusion

Our school promotes equality of opportunity and diversity. All children are entitled to access the Design and Technology curriculum at a level appropriate to their needs. Children with special needs or disabilities will be supported through differentiation, adaptation or level of adult support, to enable equal access to learning and to ensure development of their skills. In the Foundation Stage and Year 1 intervention programmes are used to target hand strength and dexterity where needed for specific groups of pupils.

Monitoring, Assessment, Recording and Reporting

The subject leader will carry out termly scrutiny of planning and work in KS1 and KS2. In the Foundation Stage, teachers will be asked to select learning journals to be monitored which show a range of work undertaken in the continuous provision and directed activities aimed at developing key skills. In addition, small groups of children will be interviewed by the subject leader to reflect pupil voice. This will provide valuable information about the experiences and views of children from different groups.

Class teachers will assess pupil's skills, knowledge, competency and safety in lessons and units of learning by observing pupils, questioning them and talking with them about their work. When undertaking work in books, staff will assess the progress made by children against the learning expected in that lesson or sequence of lessons.

Photo evidence of the activities undertaken or the work produced will be kept in pupil's books, class books or stored on the server. No formal assessment is recorded but class teachers will note significant or unexpected events in lessons. These can be recorded in children's books, on the relevant piece of work. Any notable achievement in a particular unit of work may be shared with parents on the end of year report in the 'Proud of' section. A summative assessment of the child's overall attainment will be recorded on the end of year report and shared with parents.

Resources

The subject leader, in consultation with the school's business manager, is responsible for the budget. Team leaders are required to order specific resources for each unit of work and they should consult with the subject leader before purchasing resources. Teaching staff will inform the subject leader if consumable resources need replenishing.

Resources are organised as follows:

- General resources are kept in the D&T cupboard outside the staffroom. These are organised into boxes which can be taken away by teaching staff, who are then responsible for their safe return.
- Food preparation and clay resources are stored in the D&T room next to the small hall. Teachers and support staff are responsible for the cleaning of equipment and tidiness of the room after use.
- Sewing and textile equipment is stored in the filing cabinet in the Y4 cupboard. Teaching staff will make the subject leader aware of any concerns regarding equipment.

Health and safety

As Design and Technology is a practical subject and children are actively encouraged to use tools and materials, careful regard to safety when using tools is paramount. Risk assessments for Design and Technology have been undertaken and potential hazards and risk control strategies have been identified. Risk assessments can be located on the shared drive in the Design and Technology folder and copies are displayed inside the D&T cupboard door, the D&T room next to the small hall and stored with specific pieces of equipment. Staff should familiarise themselves with these before using equipment with pupils.

Teaching staff will set up clearly identified work stations for the use of tools such as glue guns, craft knives and saws. They will ensure there is sufficient space for children to undertake practical work safely. Teachers will always demonstrate how to use tools correctly and minimise the unnecessary movement of pupils around equipment. Teaching staff will be clear about which tools are for general use and which tools can only be used under the direction of an adult.

The subject leader will:

- Lead the development of Design and Technology in the school
- Provide guidance to staff on the teaching and learning of Design and Technology
- Keep up to date with local and national initiatives in Design and Technology and disseminate relevant information
- Monitor and review the development of the Design and Technology curriculum, including the impact and success of the units of work planned
- Be responsible for the organisation and maintenance of Design and Technology resources