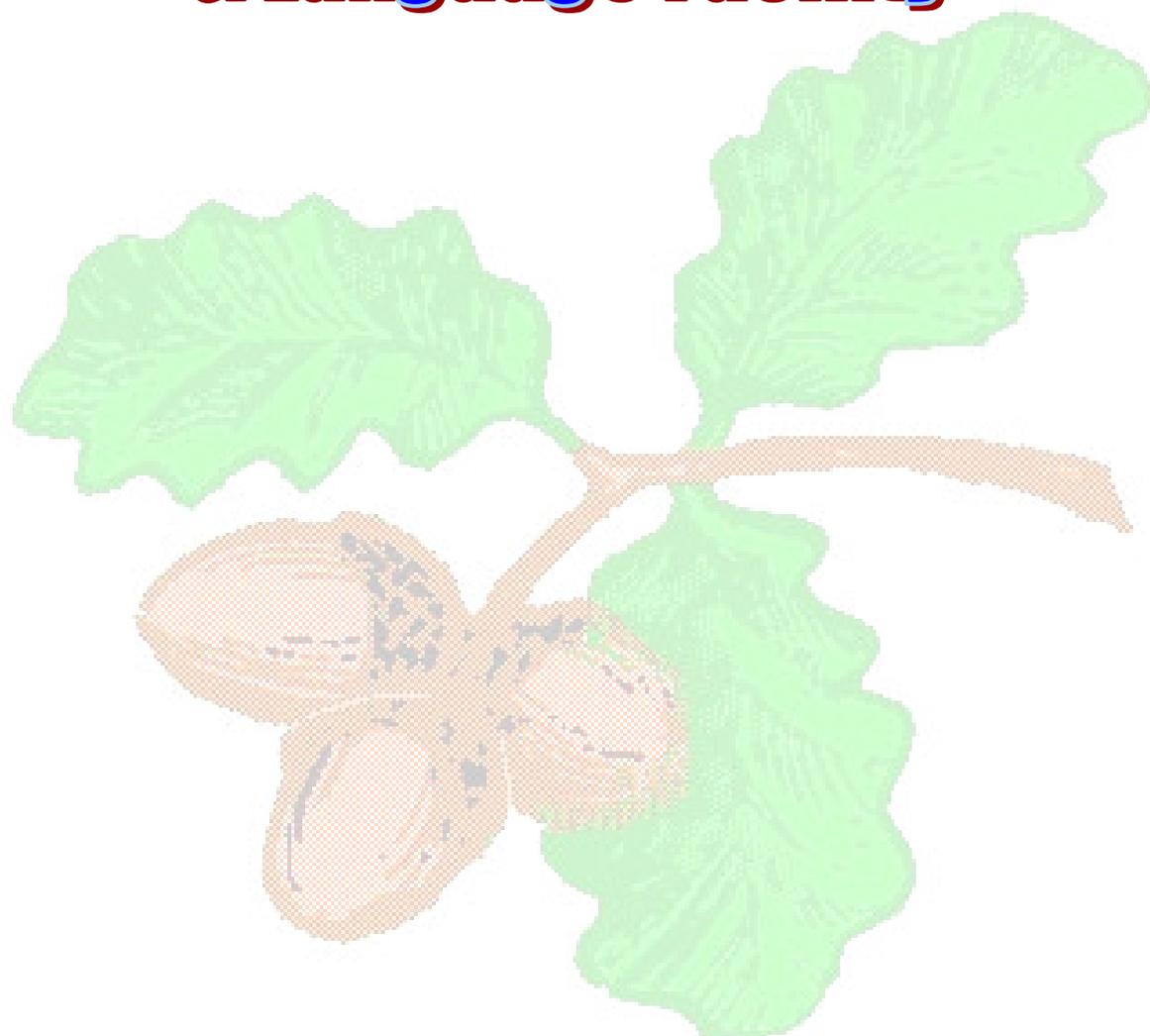


Churchfields Infants' School, Nursery Unit & Language Facility



Design & Technology Policy

DESIGN & TECHNOLOGY POLICY

Introduction

Design and Technology is a Foundation subject. The foundations for Technology skills are explored in the **Statutory Framework for Early Years and Foundation Stage (EYFS)** and are reflected **Understanding of the World**, in particular.

Design and Technology is a highly enjoyable practical subject which allows children to continue to develop their natural abilities and needs to **explore their world through play**, moving towards more structured learning. It does this by teaching the technical understanding, Design methods and making skills needed to produce practical solutions to real problems. Children will have opportunities to learn about materials, tools, and equipment and acquire skills for designing, making, constructing and building a variety of products in a safe and controlled way. They will develop knowledge and understanding of the working characteristics, uses and applications of a range of different materials, and learn to evaluate, talk about and apply their knowledge and skills for real purposes. The work of pupils in Design and Technology stimulates both **intellectual and creative abilities** and develops the personal qualities needed to complete a Design project from initial ideas to finished product. Children will work alone and co-operatively with others to investigate and overcome problems. In addition, the contribution of the subject to the education of children is the ability of Design and Technology to place the children in the position of having to face the consequence of his or her own actions. Pupils will learn from their mistakes and be encouraged to think about, prepare for, and work carefully on a task. Design and Technology makes an important contribution to safety education as the correct handling and use of a variety of tools is learnt.

Curriculum Planning

The **Year Group Leaders**, will be responsible for ensuring continuity within each Year group by monitoring the implementation of planning.

Teaching Design & Technology

Foundation Stage: Children will learn through practical activities, and through interaction with adults. They will have opportunities to involve themselves in:

- activities based on first-hand experiences that encourage exploration, observation, problem solving, prediction, critical thinking, decision making and discussion;
- an environment with a wide range of activities that stimulates and enriches their interest and curiosity;

Key Stage 1: During the Key Stage, teaching will take place through Units of Work, which ensure that knowledge and understanding are applied when developing ideas, planning and making products and evaluating them. The knowledge, skills and understanding will be taught through,

- **Investigating and evaluating a range of familiar products** (for example, talking about how they work, and whether they do what they are supposed to do.)
- **Focused practical tasks that develop a range of techniques, skills, processes and knowledge**
- **Design and make assignments** using a range of materials, including food, items that can be put together to make products, and textiles.

Opportunities for Design and Technology arise in a cross-curricular way and staff are creative in the way that they incorporate design challenges.

Health and Safety

When working with tools, equipment and materials, in practical activities and in different environments, including those that are unfamiliar, pupils will be taught to recognise hazards, assess consequent risks and take steps to control the risks to themselves and others. Teachers will ensure that the relevant risk assessment is in place.

Equal Opportunities and Inclusion

In accordance with the principles laid out in the National Curriculum, Design and Technology will be taught with due regard to the following principles:

- **Setting suitable learning challenges** so that every pupil has a chance to experience success in learning and to achieve as high a standard as possible
- **Respond to pupils' diverse learning needs**
- **Overcoming potential barriers to learning and assessment for individuals and groups of pupils**

Teachers are responsible for providing experiences and activities that encourage full and active participation by all children irrespective of ability, gender, race or religion.

Differentiation

Teachers may use a variety of approaches to cater for differentiation. Children can be given:

- different focused practical tasks
- different resources to help them
- differing levels of support by the teacher and other pupils
- open ended Design and make tasks which will allow for a range of different outcomes

Teacher and Practitioner Support

Teachers and practitioners can support pupils in **Designing and making** by:

- giving children clear learning objectives
- matching activities to pupils' needs
- knowing when to intervene during designing and making
- asking appropriate questions
- organising the working environment effectively
- introducing appropriate skills and techniques
- encouraging children to reflect upon their work at various stages
- helping the children to draw on skills from other subjects, particularly art
- developing in children an understanding of quality
- providing the opportunity for children to become confident and competent in working with a variety of materials, tools and techniques
- encouraging children to develop an awareness of products in the world around them

The Role of Information and Control Technology

Where possible pupils will be given opportunities to apply and develop their Design and Technology capability through the use of ICT tools to support their learning.

Resources

Resources are organised as follows:-

Classroom based resources such as construction toys, scissors, glue, masking tape etc.

Technology Resource Area is located near the Office and Medical room. It contains tools, consumable and reclaimed materials, including fabrics, and Food Technology equipment.

A range of video clips are available both in school and online.

Assessment and reporting.

Assessing attainment at the end of EYFS and Key Stage One

The school complies with statutory requirements for assessment and reporting to parents.

