



**Hatherley**  
INFANT SCHOOL

# Design & Technology Policy

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Review: April 2021

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## Design and Technology Policy

### Aims

- 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.
- To ensure that all pupils 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
- To ensure that all pupils critique, evaluate and test their ideas and products and the work of others.
- To ensure that all pupils understand and apply the principles of nutrition and learn how to cook.

(The National Curriculum in England Framework Document (DfE) 2014)

- To promote the teaching of numeracy and literacy within all subjects.
- To share good practice within the school.

### Early Years Foundation Stage

“Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured”

Expressive Arts and Design involves children exploring and using media and materials in original ways, thinking about their uses and purposes. Through the imaginative exploration of a wide range of activities they begin to share their thoughts, ideas and feelings about art, design and technology. In addition they safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Children recognise that a range of technology is used in places such as home and school. They select and use technology for different purposes.

### Key Stage 1

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].

When designing and making, pupils should be taught to:

#### Design

- design purposeful, functional, appealing products for themselves and other users based on design criteria

- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

### **Make**

- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

### **Evaluate**

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria

### **Technical knowledge**

- build structures, exploring how they can be made stronger, stiffer and more stable
- explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

[National Curriculum Design and Technology \(2014\)](#)

## **Teaching and learning**

The school uses a variety of teaching and learning styles in art and design lessons. Our principle aim is to develop children's knowledge, skills and understanding. We ensure that the act of investigation and making something includes exploring and developing ideas, and evaluating and developing work. We do this best through a mixture of whole-class teaching and individual or group activities. Teachers draw attention to good examples of individual performance as models for other children. They encourage children to evaluate their own ideas and methods, and the work of others, and to say what they think and feel about them. Children have an opportunity to use a wide range of materials and resources, including ICT.

We recognise the fact that we have children of differing ability in all our classes, and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- setting tasks that are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty, where not all children complete all tasks;
- grouping children by ability, and setting different tasks for each group;
- providing a range of challenges with different resources;
- having more adults support the work of individual children or small groups.

## **Curriculum planning**

Design and Technology is a foundation subject in the National Curriculum. We use an enriched approach to our curriculum planning in DT, linking our DT projects with the current topic, whilst ensuring progression of skills. Curriculum planning is carried out in three phases: long-term, medium-term and short-term. Our long-term plans map out the themes covered in each term during the key stage. Our medium-term plans give details of each unit of work for each term. These plans define what we teach and ensure an appropriate balance and distribution of work across each term. Short-term plans are completed and kept by teachers.

## **Equal opportunities and Inclusion**

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

Teachers should set high expectations for every pupil. They should plan stretching work for pupils whose attainment is significantly above the expected standard. They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief and other areas.

## **Special Educational Needs and Disabilities (SEND)**

Lessons should be planned to ensure that there are no barriers to every pupil achieving. In many cases, such planning will mean that these pupils will be able to study the full curriculum. The Special Educational Needs and Disability Code of Practice includes advice on approaches to identification of need which can support this. A minority of pupils will need access to specialist equipment and different approaches. Teachers will refer to the SEN and Disability Code of Practice to be clear about what should be done to meet their pupils' needs, in teaching, learning and assessment.

## **English as an additional language (EAL)**

Teachers must also take account of the needs of pupils whose first language is not English. Monitoring of progress should take account of the pupil's age, length of time in this country, previous educational experience and ability in other languages. The ability of pupils for whom English is an additional language to take part in the curriculum may be in advance of their communication skills in English. Teachers should plan teaching opportunities to help pupils develop their English and should aim to provide the support pupils need to take part in DT as in all subjects.

## Resources

The DT Subject Leader is responsible for maintaining an adequate supply of resources. Resources are stored centrally in the resource cupboards and each year group area has resources in these cupboards. It is the responsibility of all staff to make sure that items of equipment are returned to their correct places in the resource area. Around the school examples of DT that the children have participated in are displayed to celebrate their achievements.

## Health and Safety

At all times, children will be taught how to care for and handle equipment and media safely and with respect. When working with tools, equipment and materials, in practical and in different environments, including those that are unfamiliar, pupils will be taught:

- about hazards, risks and risk control
- to recognise hazards, assess consequent risks and take steps to control the risks to themselves and others
- to use information to assess the immediate and cumulative risks
- to manage their environment to ensure the health and safety of themselves and others
- to explain the steps they take to control risk

## Assessment and Reporting

We use assessment to inform and develop our teaching. We give feedback verbally to children and observe and record their activity in the Early Years Foundation Stage. Staff assess children's level of attainment at the end of each academic year and report this to parents in line with the school reporting procedures.

## Monitoring and Evaluation

The DT Subject Leader is responsible for monitoring the implementation of the Policy as deemed appropriate, by: monitoring planning to ensure it reflects the subject content; keeping informed about current developments in DT; monitoring lessons and supporting colleagues in their teaching; providing a strategic lead and direction in this subject in the school; discussing standards with the Headteacher and SLT.