



## Design and Technology Policy

### Rationale

Design and Technology is a "hands on" subject in which pupils have the experience of evaluating, designing and making products of a high standard. Design and Technology encourages children to examine their environment, question the world and to think about how and why things work the way they do. Through Design and Technology lessons at Elmsleigh Infant and Nursery School, children will become more focused on what makes a successful product and more imaginative in how a product could be made or improved.

### National Curriculum and Early Years Foundation Stage

The National Curriculum (2014) states that the purpose of studying Design and Technology is as follows:

*Purpose of study 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.*

The statutory framework for the EYFS (2021) states that educational programmes must involve activities and experiences for children, as set out under each of the areas of learning.

**Expressive Arts and Design** - The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

### Whole School Curriculum Intent

At Elmsleigh Infant School our intention is for every single child to have the knowledge, skills and purposeful experiences to provide them with the foundations to build a brighter future. We believe that by creating a magical, nurturing, safe and supportive learning environment we can enable our

children to be responsible and respectful citizens who are ready for the next stage in achieving their dreams as independent learners.

Elmsleigh is on a mission to change lives every day - to ignite learning through passion, motivation and commitment to ensure that children reach their potential.

Right from the start, we want every child to become confident communicators in order to grow in becoming successful in all areas of the curriculum. Everything we believe in is underpinned through our clear and consistent approach to teaching phonics across the school.

### **Intent**

At Elmsleigh Infant and Nursery School, we believe that children should be imaginative thinkers and problem solvers. Our Design and Technology curriculum develops these skills, along with many other important skills from across the EYFS and National Curriculum. We value the whole process to empower children to make informed choices, decisions and risks when developing their ideas; rather than focussing on the end product.

### **Implement**

The teaching and learning of Design and Technology at Elmsleigh Infant and Nursery School is based upon the EYFS and National Curriculum for Key Stage 1. To ensure that our teaching across school is progressive, there is a skills document in place. This enables teaching staff to adapt planning to cater for the individual needs of pupils - including our pupils with special educational needs or those who show a particular flair for an aspect of Design and Technology. The progression of skills ensures that children are given the opportunity to revisit and review previous learning, whilst continuously building upon these existing skills to move their learning forward.

We aim for pupils to continually develop an understanding and knowledge of materials and components which could be used to plan a task. Children are encouraged to approach a task systematically (think, design, make, evaluate and build upon their technical knowledge). They are taught how to use tools safely, with a good level of accuracy and develop collaborative and problem solving skills.

Children should enjoy experimenting with ideas, take risks and have confidence in asking questions. They will be able to make clear designs, using labelled diagrams that fulfil a design criteria. Children will be able to communicate their ideas clearly with others using appropriate vocabulary about how they will produce their end product.

Children will be able to evaluate their own products, as well as evaluate existing products to inform their own designs and creations. This will develop their critical thinking skills.

### **Impact**

Before our children leave Elmsleigh, we aim for them to have developed a curiosity as to how things work, how to apply this knowledge to create their own products, and how to think creatively to solve problems. Our Design and Technology curriculum is high quality and is planned to demonstrate progression. We measure the impact of our curriculum in the following ways -

- Pupil and teacher discussions about their work and learning
- Continual assessment of the children's work
- Children in the EYFS are formally assessed against Development Matters, within Expressive Art and Design termly. At the end of the EYFS, pupils are assessed against the ELG's.

- Teaching staff in KS1 assess children's ability within specific aspects of Design and Technology termly.
- Pupil progress is monitored closely and used to inform teaching, before being shared between year groups upon transition.
- Children's work is stored in their learning journeys in the EYFS, and in Design + Technology folders in KS1.
- Discussions with pupils by the subject leader in order to hear the "child's voice"
- High quality displays in classrooms and around school.

## **Teaching and Learning**

Elmsleigh Infant and Nursery School uses a variety of teaching and learning styles in Design and Technology lessons. These lessons will often have cross-curricular links with current themes and topics too.

Children have opportunities to work independently and collaborate with others on projects, including different scales and in 2D/3D. Children will have the opportunity to use a wide range of materials and equipment to enhance their work, including Information Technology resources.

In the Foundation Stage, we aim to provide a rich environment in which we encourage and value creativity. The requirements set out in the Statutory Framework for EYFS encourage practical exploration with a variety of materials, experimenting with colour, design, texture, form and function. Children take part in both teacher-led and independent Design and Technology activities.

All classes have a well resourced construction area or trolley with opportunities to design, build and create freely. They have inspiration provided within these areas in the form of cards with photographs of buildings. Some of these cards have cross-curricular links, eg physical and human features in Geography, seasonal photographs for science.

## ***Curriculum Planning***

Provision of Design and Technology in school is guided by the National Curriculum 2014 requirements. Planning at each stage of the pupils' learning is carefully structured to ensure progression of skills, knowledge and understanding.

In Key Stage One the Design and Technology curriculum is covered by progressive units of work that have been adapted and developed collaboratively with teaching staff from each year group. We use the D&T Associations Projects on a Page scheme of work to provide the framework for teaching and learning in KS1. In EYFS, design and technology activities and opportunities are planned for, some by adults and some by children. Design and Technology is taught once a term to ensure that objectives are taught in depth. In addition to the half termly units, all pupils also take part in whole school cross-curricular activities during the academic year. This may include religious/multi-cultural themed days, whole school competitions and homework projects.

## ***Health and Safety***

The children will be shown how to use all equipment appropriately during Design and Technology lessons and equipment that has a higher than usual risk will be planned for appropriately and supervised. It is the duty of staff to take 'all reasonable care' for the health and safety of themselves and others who may be affected by their acts or omissions (SEE APPENDIX 1). More

detailed information can be found in the schools Health and Safety Policy. Children should be taught to recognize hazards to themselves and others. We aim to follow good food practises when preparing food on school premises. The cookery equipment should be kept clean and in the designated storage trolley in the staffroom, separate to other equipment.

### ***Inclusion***

We are committed to equality of opportunity in all aspects of school life at Elmsleigh Infant and Nursery School. Our aim is to offer all of our pupils a Design and Technology curriculum that is relevant and differentiated so that all of our pupils can reach their full potential, express themselves in a safe and caring environment and develop their self-esteem.

### ***Able and Talented***

The curriculum is differentiated to provide appropriate challenging learning opportunities for the able and talented. This list is updated yearly, following on from conversations with parents, pupils and teachers.

### ***Monitoring***

The Design and Technology policy is reviewed yearly by the Subject Leader. The subject is also monitored throughout the year by the subject leader who will:

- Look at data submitted via the class teacher
- Photographic evidence of work
- Samples of work
- Displays
- Looking in books/folders, including Golden Books in KS1
- Planning - short term, medium term and long term plans, to ensure that all objectives are covered sufficiently and in depth.

### **Resources**

We have a wide range of resources to support the teaching of Design and Technology across the school. All of the classrooms have a basic supply of equipment, with more specialised equipment located in a central storage area. Large art and design resources are kept in the stock room, just off the hall. There is also a yellow cupboard in the hall with smaller resources in. There is a food technology equipment trolley in the staffroom which is kept separate to other resources.

It is the responsibility of the subject leader to ensure these resources are kept up to date and in stock. It is also the responsibility of class teachers to request resources related to topics/units of work in good time. It is the responsibility of all staff members and children to take care of the Design and Technology resources and storage areas.

### ***Subject Leader***

The role of the Design and Technology Leader is:

- To ensure that a good quality Design and Technology curriculum is in place, including conducting learning/environment walks.
- To develop the Design and Technology policy throughout school.

- To monitor progress within Design and Technology throughout school.
- To keep up to date with any developments in Design and Technology education and disseminate this to staff appropriately.
- To offer support and advice to colleagues.
- To complete orders for equipment and resources needed.
- To raise the profile of Design and Technology across the school.
- To make links with local skills, to share knowledge and ideas.

### **Staff Training**

Staff are encouraged to attend courses, review resources and update themselves on information and approaches to art in order to help improve and monitor the teaching of Design and Technology. Staff professional development is offered as appropriate.

## Appendix 1:

### Guidelines for Health and Safety in Design and Technology

Good organisation of tools and equipment is essential both for safe working and to enable children to accept some responsibility for their own learning. Children need clear confident demonstrations and positive guidance in the use of tools and equipment.

Teachers should:

- BE AWARE OF PUPILS WITH ALLERGIES/EXTREME REACTIONS TO CERTAIN FOODS and/or MATERIALS.
- Demonstrate safe practice and expect teaching assistants, parents and students to do likewise
- make a clear distinction between equipment which is for general use, for use under direct supervision, and that which is for adult use only
- store tools and materials where access is easy as appropriate
- use large, clear flat surfaces for practical work
- encourage children to keep work surfaces clear both during and after working
- ensure that surfaces used for food preparation are kept clean
- avoid trailing extension leads
- ensure there is good light
- know where first aid facilities are located and the person responsible for first aid within school

Pupils should 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 the health and safety of themselves and others
- to explain the steps they take to control risk