



## Design and Technology Policy

**At Thorpe Acre Infant School we believe that...**

- Every child is a Designer.
- Design and Technology skills are acquired, practised and used through practical engagement. Therefore, we recognise the importance of taking a 'hands on' approach towards the teaching and learning of this subject area.
- Design and Technology encourages children to deepen their understanding of the world and the technology around them by thinking about how everyday objects have been designed and how they work.

### Intent

*In accordance with The National Curriculum and Development Matters Guidance, at Thorpe Acre Infant School, we intend to:*

- Provide a high-quality Design and Technology curriculum which engages, inspires and challenges all pupils.
- Increase children's awareness of how everyday objects have been designed and made.
- Give pupils the understanding, skills and technical knowledge required in the designing and making process. This includes helping the children to be able to select appropriate materials, components and techniques relevant to the product that is being made.
- Provide opportunities for pupils to investigate, disassemble and evaluate existing products. They will be supported to think about what makes a product successful and encouraged to use their creativity to solve problems in design flaws.
- Ensure that the children are given a clear Design Brief and Design Criteria and are supported to use them effectively in all stages of the designing, making and evaluation process.
- Give pupils the skills to use specific tools and equipment safely and independently and to teach them to recognise hazards to themselves or others.
- Teach pupils the principles of nutrition and the need for a healthy, balanced diet and lifestyle.
- To promote enjoyment and satisfaction in designing and making things.



## Implementation

### Early Years Foundation Stage (EYFS)

In the EYFS, we aim to provide a rich, supportive environment with which the children explore, make new discoveries about the world and develop their creativity. We also recognise the importance of giving young children the freedom to make choices based on their own interests. Therefore, the children are provided with a variety of design and construction materials which they are able to access independently at regular times in the day as part of the continuous provision. Through this playful engagement, children develop their design and innovation skills as they begin to construct with a purpose in mind, adapt strategies as needed and experiment with colour, design, texture, form and function. Adults in the EYFS enhance this playful exploration by playing alongside the individual, and entering into sustained, shared discussion with them. Where appropriate, the correct use of specific tools and techniques are modelled in the moment to individuals so that each child is scaffolded in a way that is suitable for them and their needs. In light of this, assessment of Design and Technology in the EYFS is often formative and based on regular interactions and observations of the children in the provision.

### Key Stage One

The children's early experiences of exploring the world and objects around them in the EYFS is built upon and extended in Key Stage One as they are supported to look more closely at how things work through designated Design and Technology lessons. In Key Stage One, Design and Technology lessons are integrated into the school's ongoing 'topic' work and the coverage of skills and content is set out on the long-term curriculum plan which is organised into a three-yearly cycle.

Within each Design and Technology topic project, the children will engage in four types of activity:

- Investigating and evaluating existing products.
- Improving their use of specific technological skills and tools by completing focused, practical tasks e.g. exploring mechanisms and building structures.
- Translating their own design ideas into the creation of a functional product. Where appropriate, ICT will be used to support with this generation and development of ideas.
- Identifying strengths and weaknesses in their own and their peers' pieces of Design through close evaluation against the Design Criteria.

Assessment in Design and Technology is formative and is often given verbally through a process of observation, discussion and questioning alongside the individual. However, evidence of the 'design, make, evaluate' journey is recorded in children's topic books and teachers use this to inform their short-term planning.

Children's overall progress in Design and Technology is reported to parents in an annual, written report.



## **Impact**

- The pupils become enthusiastic and confident Designers, evaluators and problem-solvers.
- The skills gained promotes a culture of sustainability as the children are encouraged to recognise that things can be fixed and improved instead of throwing them away.
- Children gain transferable personal qualities including; independence, critical evaluation skills, communication and teamwork.
- Children develop safety awareness of themselves and those around them when using and applying different tools and techniques.
- A cross-curricular approach enhances other curriculum areas and helps to make connections across areas of learning.

## **Resources**

- All classroom areas have a supply of basic resources to support the teaching of Design and Technology.
- All other, more specialised equipment is kept in the central, curriculum resource cupboard.
- Resources and equipment for cooking activities are stored in the Medical Room.
- Resources are replenished as needed and in line with the requirements of each year group's units of work.

## **Monitoring the policy**

The Art and Design Lead teacher (Miss Kerry), will monitor the implementation of the policy regularly. This policy will be reviewed and approved by the Governors and Co-ordinators every two years, or as and if developments in the subject lend themselves to an early review.

**Policy Date:**

**Review Date:**