

# **Thomas Russell Infants' School Policy for Design and Technology**

This policy reflects the school values and philosophy in relation to the teaching and learning of Design and Technology. It sets out a framework within which teaching and non-teaching staff can co-operate and gives guidance on planning, teaching and assessment.

## **AIMS**

Design and Technology is a foundation subject within the National Curriculum.

The aims of Design and Technology in this school are to:

- Develop a positive and enthusiastic attitude amongst children by giving them enjoyable and practical learning experiences.
- Encourage children to recognise and explore people's needs and wants and develop ideas about how these might be met.
- Teach children designing and making skills through focused practical tasks, using a wide range of materials including paper and card, textiles, construction materials and food.
- Develop children's Design and Technology capability using knowledge and skills from a wide range of other curriculum areas.
- Teach children to use tools, materials and equipment safely and hygienically.
- Encourage children to evaluate and refine their ideas and make high quality products that meet their intended purpose.

These aims are consistent with our school philosophy and take account of the LEA Curriculum Guidance.

## **CURRICULUM AND SCHOOL ORGANISATION**

During the Foundation Stage skills are taught through teacher intensive focused practical tasks, but the majority of the children's experiences are within continuous provision, where children will work, choosing their own resources, with an adult facilitating their learning to develop their skills.

At Key Stage 1, learning activities are sequenced to ensure progression and taught through direct skills teaching, providing children with real experiences through appropriate contexts. Children are also encouraged to use and apply their Design Technology skills.

## **PLANNING**

A half termly or termly theme decided upon by the year group is used to provide children with meaningful activities where cross curricular links are created, if appropriate. At Key Stage 1 the National curriculum is used as a starting point and the progression of skills document is used to ensure continuity.

## **DESIGN AND TECHNOLOGY AND THE FOUNDATION STAGE**

The EYFS framework gives us a set of common principles to deliver quality early education and experiences to all children. We do this by acknowledging the unique child and by providing positive relationships and enabling environments. Through our planning we reflect on the different ways in which children learn implementing characteristics of effective learning.

These are playing and exploring, active learning and creating and thinking critically. For further details please refer to the Foundation Stage Policy.

### **CLASS ORGANISATION AND TEACHING STYLE**

Within school children are taught individually, in groups or as a whole class when appropriate. It is recognised that through group work co-operation, effective learning and understanding are promoted, but to ensure differentiation, matching and assessment children may work individually or as a class. Design and Technology requires the provision of a range of materials and equipment to enable children to work in a variety of material areas.

### **ASSESSMENT**

Assessment is used to inform future planning and to provide information about individuals throughout their time in school. The Assessment Policy should be referred to for further details. We will ensure that we will assess the on-going design process and not just the finished products or outcomes.

This may take the form of:

- Teachers' observations of pupils
- Teacher-pupil discussion and teacher questioning
- Pupils' drawings, notes, models, comments and written work
- Artefacts made by pupils
- Photographs of children engaged in the design process
- Use of ICT as appropriate
- Self-assessment

When reviewing the children's progress, we assess children's:

- Knowledge and understanding of materials and components
- Understanding of mechanisms and structures
- Ability to use materials and equipment safely and accurately

In Key stage 1 the progression of skills document will be used to assess where the children are at and move children on.

In Foundation Stage, the development matters document is used to plot termly where the children are at in terms of their development.

### **PUPIL'S RECORDS OF THEIR WORK**

Children will record their work to demonstrate their understanding, to clarify their thinking and to learn how technological ideas are planned, evaluated and modified in real life.

In the Foundation Stage, children will record their planning in an oral or pictorial manner. They will be encouraged to find their own ways to record. In Key Stage 1, the children will be taught how to record in a variety of ways depending upon the nature of the task. This might include annotated diagrams, pictures, writing or verbal responses.

Some recording may be of a non-permanent nature, such as construction kits. Teachers may record some tasks and outcomes of children's work through photographs and written observations.

## **REPORTING TO PARENTS**

During each school year parents will be kept informed about their child's learning. At the end of the year parents will receive a report about each area of their child's learning, including Understanding the World in the Foundation Stage and Design and Technology in Key Stage 1.

## **DESIGN AND TECHNOLOGY AND EQUAL OPPORTUNITIES**

At Thomas Russell Infants School we recognise and welcome the legal duties as detailed in the Public Sector Equality Duty (2011) and in the Equalities act 2010. We are committed to ensuring that equality of opportunity is available to all members of the school community. For our school this means not simply treating everybody the same but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in school, whilst celebrating and valuing the achievements and strengths of all members of the school community. Design and Technology within our school provides all children with opportunities to explore concepts and issues relating to identity, equality and the opportunity to fulfil their potential - irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination.

October 2015

Review date October 2017