

# SANDWICH INFANT SCHOOL



## DESIGN AND TECHNOLOGY POLICY

### AIMS

- To develop a sense of enjoyment, **curiosity** and pride in pupil's ability to design and make.
- To develop capability in the skills, processes, knowledge and understanding involved in designing and making.
- To develop a critical awareness about the world and the recognition that pupils can bring about change.
- To develop a range of skills related to decision making and management of resources.

### MANAGEMENT

The school has appointed Mrs Jo Russell as Design and Technology Co-Ordinator. It is her job to support classroom teachers and ensure that pupils receive their entitlement to the Design and Technology curriculum in line with the National Curriculum document, this policy and the accompanying scheme of work. The subject co-ordinator is also responsible for ordering and maintaining design and technology resources in the school.

### STAFFING

Class teachers are responsible for medium- and short-term planning and delivery and assessment of design and technology for pupils in their care. INSET training is available, in consultation with the subject co-ordinator, to provide support for staff.

### STYLE OF TEACHING AND LEARNING

The teacher will ensure they have a clear idea of the skills, knowledge and understanding to be taught in each unit of work, using the progression documents. Design and technology requires

pupils to become capable of thinking and acting for themselves. For this to happen we need to adopt a range of teaching styles:

Managing – Motivating – Co-ordinating – Responding – Supporting – Instructing – Questioning – Sharing

These can be delivered to the whole class or in groups through investigation and evaluation, focused practical tasks and design and make assignments.

### **CURRICULUM PLANNING**

The DT Coordinator has devised a progression of knowledge and skills document to inform planning and ensure progression through each year group but also across the school. Vocabulary to be taught is also identified for each year group/topic. Parallel year group teachers are responsible for developing medium term plans together using the school's agreed planning format detailing how the objectives from the progression documents will be taught. These will be uploaded on to 'Sharepoint' for the subject co-ordinator and the Head of School to monitor.

### **CROSS CURRICULAR LINKS**

Design and Technology draws upon and develops skills, knowledge and understanding from across the curriculum. Where possible the objectives outlined in the progression document will be delivered through the year group topics. It may be necessary to teach discrete units where a cross curricular link would be too tenuous.

### **ASSESSMENT**

Assessment will be made informally by the teacher during lessons and at the end of each term against the key questions identified on the progression documents. These records will inform the statement made on the child's end of year report and at the end of each long term, children will be identified at WTS/EXS/GD. This is entered on to a Foundation Subject Grid and uploaded to the Head of School. The formal assessment will be passed onto the receiving teacher in September.

### **STANDARDS TO BE ACHIEVED**

By the end of the Foundation year most children will have achieved the Early Learning Goals for Understanding the World. By the end of Key Stage 1 most children will be expected to have reached Expected Standard (EXS), based on teacher assessment. A document with Key

questions identified from the progression document can be used to base teacher assessments upon.

### **EXTENSION OPPORTUNITES**

Staff will determine those children with greater ability in Design and Technology through their assessment procedures and will provide opportunities during lessons to further develop their skills, knowledge and understanding.

### **S.E.N**

The study of Design and Technology will be planned to give pupils a suitable range of differentiated activities appropriate to their age and abilities. Tasks will be set that challenge all pupils, including the more able. For pupils with S.E.N, the tasks will be adjusted or the pupils given more support. The grouping of pupils for some practical activities will take account of their strengths and weaknesses and ensure that all take an active part in the task and gain in confidence.

### **EQUAL OPPORTUNITIES**

All pupils regardless of race, gender and ability will have equal opportunities to participate in Design and Technology lessons.

### **RESOURCES**

Our school's Progression of knowledge and skills documents can be found on 'Sharepoint'. Our library homes several non-fiction books linked to DT projects. The DT boxes and food technology equipment are kept in the bomb shelter and shared space outside Year 2 (FunClub). Resources such as paper and card are in the storeroom. . Each class has their own resources for day-to-day use and Reception have DT areas set up with resources as part of their continuous provision.

### **HEALTH AND SAFETY**

Refer to the school Health and Safety Policy. Teachers have a duty to introduce pupils to a wide range of production processes and the correct tools for the task. A simple risk assessment will be carried out for all practical activities. Teachers must help pupils to consider health and safety issues and the consequences, as well as to operate in a safe and hygienic manner.

### **PARENT AND COMMUNITY LINKS**

Parents will be asked to support work in Design and Technology, by helping children with homework when it is given and helping with off site visits. The visits will be made to the local and

wider community. Parents and members of the community are invited to visit and share their expertise.

Updated: Jo Russell 26<sup>th</sup> September 2022