Shelton Infant School

Policy for Design and Technology

Introduction

This policy outlines the teaching, organisation and management of the Design and Technology taught and learnt at Shelton Infant School.

Intent

At Shelton Infant School our intent when teaching Design and Technology is:

- to give children a positive attitude towards Design and Technology.
- for children to feel like designers.
- for children to explore a range of different techniques, methods and approaches to creating and building things, and take inspiration from them.
- for children to design, make and evaluate things they have produced, with a motivating purpose.
- for children to design, make and evaluate against a design criteria and understand it's importance.
- enable children to develop skills and confidence when working with a variety of different materials, techniques and tools.
- to support children in working independently and working co-operatively in group situations.

Implementation

The school follows the statutory objectives and non-statutory guidelines outlined in the National Curriculum 2014 and the statutory framework for the Early Years Foundation Stage Profile. From this, we have created our Progression of Design and Technology document. This ensures learning is broken down into small steps and shows clear progression throughout the year groups. Our long-term plan is an overview of Design and Technology taught across the year in all year groups. We have developed our Progression of Design and Technology document, using the Kapow scheme. Design and Technology medium term planning is based on the National Curriculum, EYFS Curriculum and Kapow schemes of learning for each unit, which ensures progression from Nursery to Year 2.

- High priority will be given to ensure children are exposed to a range of different techniques, methods and approaches to creating and building things, and take inspiration from them. This will help children to develop preferences and opinions on different elements of Design and Technology. We will encourage children to be able to talk about these different approaches and what they like and dislike about them.
- Focus will be given to ensuring the children have the correct vocabulary when discussing their designs and those of others, and the processes they have used. Our children will also be encouraged to talk about the techniques, materials and tools in order to evaluate what they have designed and made.
- Children will be encouraged to try out well-practised techniques using both familiar and unfamiliar materials and tools, in order to further develop their skills and preferences.
- Teachers will strive to ensure that every child has the opportunity to use and apply their knowledge and skills across the curriculum.
- Teachers will ensure that all abilities of pupils are given opportunities to fully access the Design and Technology curriculum, develop and increase their skills.
- Teachers will use a range of ICT resources and software to enhance their teaching of Design and Technology and to consolidate the children's learning.

Assessment

Shelton Infant School Board of Governors – July 2023

Assessments form an integral part of the teaching process as they inform and guide future planning. Informal assessments are used for day to day planning in the form of annotations on termly Design and Technology planning, by the class teacher or teaching assistants.

Reception and nursery staff update their assessments termly on O Track, which is discussed at termly tracking meetings. Throughout Key Stage One, there will be three assessment points during the year which will be used to identify gaps in skills and knowledge which will inform future planning.

Impact
The Design and Technology subject leader monitors medium term planning regularly through Share Point. Teaching is monitored through lesson observations and learning walks by the Design and Technology subject leader. Work scrutinies and pupil discussions are carried out termly to monitor the impact of Design and Technology, and gain insight into pupil's knowledge, understanding and opinions of Design and Technology. Staff are included in the development and evaluation of planning, teaching, learning and assessment of Design and Technology during staff meetings and INSET days. Staff will also have access to videos and resources, via the Kapow scheme, to continue their professional development, enhance and develop their own subject knowledge, skills and confidence when teaching Design and Technology.

Progress will be monitored through termly assessments, through work scrutinies and pupil interviews.

Equal Opportunities
All children will be given equal access to our Design and Technology curriculum, irrespective of race, gender, religion, beliefs, level of ability or nationality.