



BUXTON INFANT SCHOOL

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DESIGN AND TECHNOLOGY POLICY

BUXTON INFANT SCHOOL

This policy was reviewed by the Governing Body on November 2020

It will be reviewed November 2023

Signed:

Date:

Design and Technology Policy

Definition

Design and Technology prepares pupils to participate in tomorrow's rapidly changing technologies. They will have the opportunity to think and intervene creatively to improve quality of life. The subject calls for pupils to become autonomous and creative problem solvers, as individuals and members of a team.

Aims

- To look for needs, wants and opportunities and respond to them by developing a range of ideas and making products and systems.
- To combine practical skills with an understanding of aesthetics, social and environmental issues, and function and industrial practices.
- To reflect on and evaluate present and past design and technology, its uses and effects.
- To become discriminating and informed users of products and become innovators.

Objectives

In order to achieve these aims, the pupils will be given opportunities to:

- Value their own and each other's ideas and work.
- Develop skills using media exploration and making sketches in Topic books.
- Work through a project in pairs or as part of a group.
- Communicate ideas in a visual form as well as through discussions and evaluation.
- Explore a variety of materials using a wide range of tools and other resources.
- Investigate and experiment using the skills and processes taught, without demanding an end product.

Content

Design and Technology is taught as a separate subject by individual class teachers, using a mixture of whole-class teaching and group/individual work, implementing a range of teaching strategies. All pupils will be taught in line with the school's progression document that is founded on the expectations set out in the National Curriculum. The progression document ensures that there is a progression in the teaching of skills and sophistication of materials used. It also outlines the year 3 content which pupils will go on to learn on transfer to key stage two at Buxton Junior school. All children will be given the same opportunities. Work will be differentiated according to the child's ability and understanding.

Three types of activity are covered to enable the pupils to experience the breadth of the subject and manage learning. They are investigating and evaluating (IEAs), focused tasks (FTs), and design and make assignments (DMEAs). A unit of work will normally involve IEAs and/or FTs followed by a DMEA.

Year groups often choose to deliver the content of a single unit of work over a full day to enable children to see a project through each stage of design, making and

evaluation.

Foundation Stage planning

We teach Design and Technology in the reception classes as an integral part of the topic work covered during the year. The reception classes are part of the Early Years Foundation Stage and we relate the DT aspects of the children's work to the objectives set out in the Development Matters criteria and the Early Learning Goal which underpins the curriculum planning for children aged three to five. DT makes a significant contribution to the development of each child's knowledge and understanding of the world.

Information and Communication Technology

ICT will be used in various ways to support teaching and motivate children's learning. It may involve the Interactive White Board (IWB), laptops, tablets and audio-visual aids. ICT will be used in DT lessons to support and enhance the learning in both knowledge and skills. The Internet can provide access to a range of information sources many of which are unavailable in any other form.

Evaluation and Assessment

Teacher assessment will be carried out continually through discussion, observation and general questioning and formative information recorded termly in relation to the unit of work being covered. Where possible, photographic evidence or examples of work will be kept and will be used as part of the annual report to parents regarding children's progress. Summative assessment will be based on National Curriculum level descriptors and attainment will be reviewed against the objectives set out in the school's progression document.

Monitoring and Review

The Headteacher, the DT Co-ordinator and the Link Governor are responsible for ensuring that the school's progression document reflects appropriate policy statements which will be revised in line with the School Improvement Plan and any revisions in DFE expectation as applicable.

The DT Co-ordinator and individual class teachers are responsible for medium and short-term planning.

Health and Safety

All children are taught how to use and handle equipment safely. Teachers ensure that all out-of-school activities comply with the guidelines in the school's Health and Safety policy that should be read alongside this policy. Any visiting speakers will also be subject to relevant checks.

Equal Opportunities

All children will be given equal access to DT irrespective of race, gender, creed, level of ability or nationality.

Adopted by the Curriculum Committee on **19th November 2020**.