CROFTLANDS INFANT AND NURSERY SCHOOL

Design and Technology Policy

1. Aims and Objectives

Design and technology helps to prepare children for the developing world. The subject encourages children to become creative problem-solvers, both as individuals and as part of a team. Through the study of design and technology they combine practical skills with an understanding of aesthetic, social and environmental issues. Design and Technology helps all children to become discriminating and informed consumers and potential innovators. It should assist children in developing a greater awareness and understanding of how everyday products are designed and made.

The aims of design and technology in our school are:

-To develop imaginative thinking in children and to enable them to talk about what they like and dislike when designing and making;

-To enable children to talk about how things work, and to draw and model their ideas;

-To encourage children to select appropriate tools and techniques for making a product, whilst following safe procedures;

- To foster enjoyment, satisfaction and purpose in designing and making;

-To use ICT software to assist our designing and learning.

2. Teaching and Learning Style

We use a variety of teaching and learning styles in design and technology lessons. Teachers ensure that the children apply their knowledge and understanding when developing ideas, planning and making products and then evaluating them. We do this through a mixture of whole class teaching and individual/group activities. All ideas will be treated with respect. Children critically evaluate their own work and that of others. They have the opportunity to use a wide range of materials and resources, including ICT.

Children will be given the opportunity to work within three main areas of development during each topic:

1. Investigative, disassembly and evaluative activities. These activities provide opportunities for the children to explore existing products and to gain skills, knowledge and understanding which can be applied in a design and make assignment.

2. Focused practical tasks. Focused practical tasks provide opportunities to learn and practice particular skills and knowledge.

3. Design and make assignments. A design and make assignment provides an opportunity for the children to combine their skills, knowledge and understanding to develop products that meet a real need.

In all classes there are children of differing ability. We recognise the fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

Design and Technology Curriculum Planning

We carry out the curriculum planning in design and technology in three phases: long, medium and short term. The long-term plan maps out the units covered in each term during the key stage. The design and technology subject coordinator works this out in conjunction with teaching colleagues in each year group.

Activities in design and technology are planned so that they build upon prior learning of the children. We give children of all abilities the opportunity to develop their skills, knowledge and understanding and we also build planned progression into the scheme of work, so that the children are increasingly challenged as they move through the school.

A cross curricular approach is used ensuring the DT has a link to the topic being studied. In design and technology, we subscribe to and use "Kapow" as a tool to support our teaching in school.

3. The Foundation Stage EYFS.

We encourage the development of skills; knowledge and understanding that help reception children make sense of their world as an integral part of the school's work. We relate the development of the children's knowledge and understanding of the world to the objectives set out in the Early Learning Goals. These early experiences include asking questions about how things work, investigating and using a variety of construction kits, materials, tools and products, developing making skills and handling appropriate tools and construction material safely and with increasing control. These activities, indoors and outdoors, attract the children's interest and curiosity.

4. Contribution of design and technology to teaching in other curriculum areas.

English

Design and Technology contributes to the teaching of English in our school by providing valuable opportunities to reinforce what the children have been doing in their English lessons. The evaluation of products requires children to articulate their ideas and to compare and contrast their views with those of other people. Through discussion children learn to justify their own views and clarify their design ideas.

Computing

We use computing to support design and technology teaching when appropriate. Children use software to enhance their skills in designing and making, and use draw and paint programs to model ideas and make repeating patterns. The children also use computing to collect information and to present their ideas.

Personal, social, and health education and citizenship.

We encourage the children to develop a sense of responsibility in following safe procedures when making things. They also learn about health and healthy diets.

Spiritual, moral, social and cultural development

Collaborative work in design and technology develops respect for the abilities of others and a better understanding of themselves. In addition, they develop a respect for the environment, for their own health and safety and that of others. They learn to appreciate the value of similarities and differences. A variety of experiences teaches them to appreciate that all people are equally important.

6. Assessment and Recording.

Teachers assess work in design and technology by making observations of the children working during lessons. They record progress made against the learning objectives for that lesson. At the end of a unit of work, children undertake a review of their work that focuses upon an evaluation of the finished product and an overview of the various tasks undertaken. Teachers make an annual assessment of progress for each child, as part of the annual report to parents. Each teacher passes this information on to the next teacher at the end of each year.

Due to the practical nature of design and technology, evidence of work undertaken by children can be in the form of teacher's notes or as a photographic record. Samples of the design process and end product are also evidence.

7. Resources.

Our school has a wide range of resources to support the teaching and learning of this subject across the school. Classrooms have a range of basic resources.

8. Monitoring and Review

The monitoring of the standards of children's work and of the quality of teaching in design and technology is the responsibility of the design and technology subject coordinator. Their work also involves supporting colleagues in the teaching of this subject, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. Lesson observations are also, occasionally, undertaken and the subject coordinator regularly reviews evidence of the children's work.

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