

ST. HELEN'S CATHOLIC INFANT AND NURSERY SCHOOL



DT Policy

Written by	Date	Ratified by	Date
Z. Scanlon	2023	Governors	June 2023

To be reviewed	Annually	Every 3 Years
Reviewed on	Reviewed by	Next review date
June 2026	A. McAuliffe	2029

Subject Intent

With Jesus alive in our hearts, we celebrate each other and learn together as a family.

At St Helen's Catholic Infant and Nursery School, our intent for Design Technology is to provide a broad and balanced curriculum which enables children to explore their designing and making skills through focussed practical tasks; and equip children with the knowledge and skills to have a **lifelong** ability to use tools and materials safely and hygienically.

- To ensure full coverage of the curriculum, Design Technology is broken down into skills that are taught over the year. Cross-curricular links are made wherever possible to ensure provision is **broad and balanced**, especially with Science, RE and RSHE.
- We celebrate **diversity** by exploring a range of designers from around the world which represent different genders, religions and cultures. When learning about skills related to food technology, children learn to prepare traditional and modern dishes from different cultures and countries.
- **To enrich the curriculum**, we ensure that each child is involved with a health and nutrition activity every year, where they will be taught the principles of nutrition and healthy eating, and will select ingredients and prepare food. This may be linked with Science and PSHE.

Legislation and Guidance

EYFS

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. We relate the Design and Technology aspects of the children's work to educational programmes, development matters and the Early Learning Goals as set out in the statutory framework and non-statutory guidance materials. These underpin the curriculum for children aged three to five. 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 EYFS Policy.

KS1

When teaching Design and Technology in KS1, the National Curriculum is followed. When designing and making, pupils should be taught to:

Design

- Design purposeful, functional, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria

Technical Knowledge

- build structures, exploring how they can be made stronger, stiffer and more stable
- explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

Roles and Responsibilities

The Design and Technology leader will be responsible for:

- monitoring the policy and practice of the D.T. curriculum.
- to attend relevant courses and keep abreast of new initiatives and best practice.

With Jesus alive in our hearts, we celebrate each other and learn together as a family.

- to maintain D.T. equipment and monitor stock whilst evaluating new materials to ensure variety and value for money.
- to co-ordinate the display of Design and Technology work throughout school.

Class teachers will be responsible for:

- including effective Design and Technology teaching activities in their short and medium term planning;
- setting clear objectives, success criteria and assessing pupils work;
- informing the Design and Technology co-ordinator of any resource requirements.

Organisation and Planning

In EYFS, skills are taught through teacher led focused practical tasks, but the majority of the children's experiences are within continuous provision. Children will work within the Creative Workshops, choosing their own resources to develop their skills. In Key Stage 1, learning activities are sequenced to ensure progression and taught through direct skills teaching and providing children with real experiences through appropriate contexts. Children are also encouraged to use and apply their Design Technology skills through continuous provision.

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 easily formed. Our teaching of Design Technology is based on the Curriculum for the Foundation Stage and The National Curriculum's Programme of Study. We carry out the curriculum planning in three phases: long-term, medium-term and short-term. The long-term plan maps out the units covered in each term during the Key Stage.

Our medium-term plans, give details of each unit of work for each term. They identify learning objectives and outcomes for each unit, and ensure an appropriate balance and distribution of work across each term. They also show where links are made with other areas of the curriculum. We plan the activities so that they build upon the prior learning of the children. We give children of all abilities the opportunity to develop their skills, knowledge and understanding.

During lessons, 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 scaffolding 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. In the Foundation Stage the children may develop their skills in the Creative Workshops, where a wide range of materials are available to encourage independence.

In KS1, materials are stored centrally and more specific materials within year groups. These are used as and when is appropriate within all three classes across the year group. Within continuous provision in EYFS, materials are available to develop the children's independence and allow them to apply their skills.

Inclusion

At St Helens Catholic 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. We believe that the equality at our school should permeate all aspects of school life and it is the responsibility of every member of the school and the wider community.

With Jesus alive in our hearts, we celebrate each other and learn together as a family.

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. For further details please refer to the Single Equalities Policy.

Monitoring Arrangements

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 general comments. We will ensure that we will assess the on-going design process and not just the finished products or outcomes.

This may take form of:

- Teachers' observations of pupils
- Teacher-pupil discussion and teacher questioning
- Pupils' drawings, notes, models, comments and written work
- Products 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
- Interest and motivation in designing and making
- Ability to appreciate and produce items of quality

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

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

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, verbal responses, artefacts etc.

Teachers may record some tasks and outcomes of children's work through photographs and written observations.

At the end of the year parents will receive a report about each area of their child's learning and will have an opportunity to discuss it with the class teacher.

Links with Other Policies

The school's Special Needs Policy explains the procedures for supporting children with special educational needs and Design and Technology is taught according to its guidelines. Tasks are planned wherever possible to meet individual needs and abilities, so that all children are given the opportunity to reach their potential. Teachers try to ensure that activities are appropriate for those with learning difficulties and are suitably motivating and challenging.

With Jesus alive in our hearts, we celebrate each other and learn together as a family.

With Jesus alive in our hearts, we celebrate each other and learn together as a family.