



Rawmarsh Ryecroft Infant School

Design Technology Policy

Last updated: October 2023

Due for Review: October 2025

This policy reflects the school's values and philosophy in relation to the teaching and learning of Design Technology. It sets out the framework within which teaching and non-teaching staff can operate and gives guidance on planning, teaching and assessment.

The policy should be read in conjunction with the National Curriculum, which sets out in detail what pupils in different key stages will be taught. This document is intended for all teaching and non-teaching staff with classroom responsibilities, Governors, parents, OFSTED, LA Advisors and interested others.

Intent

Curriculum Definition

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

Design Technology skills are developed and taught with teachers sharing clear learning objectives with the children. Teachers use a range of teaching styles incorporating:-

- direct teaching
- group/paired work
- individual work
- independent tasks
- research opportunities

Aims for the Teaching of Design Technology

At Rawmarsh Ryecroft Infant School we aim for our pupils to:-

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wider range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook

Implementation

Early Years Foundation Stage

In our EYFS settings, the children's experiences provide firm foundations for later work in design and technology within the school. Pupils explore and use a variety of media and materials through a combination of child initiated and adult directed activities. They have opportunities to learn to:

- safely use and explore a variety of materials, tools and techniques
- share their creations, explaining the processes they have used
- explore and question how the world around them works
- investigate and use a variety of construction kits
- select appropriate media and techniques and adapt their work where necessary

Key Stage 1

Pupils continue to build upon taught strategies and techniques using a progression of disciplinary knowledge 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.
- **Cooking and Nutrition** - use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from.

Planning the Design Technology Curriculum

Teachers in the Foundation Stage use 'EYFS Development Matters' document and Key Stage 1, the National Curriculum to aid planning, using the yearly group objectives.

Planning is based on the National Curriculum and Curriculum progression map for the appropriate year group, building on prior learning by taking note of previous teacher's planning. At the

end of Key Stage 1 information on children's current attainment and progress is shared with Year 3 teachers in order to facilitate smooth transition for our pupils.

Design Technology lessons are planned in detail on the medium term plans (Scheme of work). They use the curriculum progression map for key end points and to plan ahead for assessed learning tasks. This is then utilised by class teachers ensuring sequential learning over the half term. Sticky knowledge checks and resources are prepared on a weekly basis and learning is scaffolded to meet the needs of all pupils. All objectives have been taken from the National Curriculum or The Statutory framework for the Early Years.

Resources

Design Technology resources are stored within classroom settings and children are taught how to access and care for them responsibly. There are designated store areas within the school building where resources for design technology can be sourced along with equipment for display purposes. Requests for additional resources can be made through the school office and food stocks are ordered and kept safely according to health and hygiene rules.

Impact

Monitoring and Assessment/ Moderation

- The Senior Leadership Team and the Design Technology subject leader ensure that learning opportunities are planned and linked to curriculum learning outcomes.
- The Design Technology Curriculum Progression Map document is used to ensure breadth and progression across the key stages.
- Monitoring and evaluation of design technology takes place during regular work scrutiny, lesson walk throughs and pupil voice opportunities to ensure the continuity of skills, approach and achievement.
- Progress of pupils is tracked throughout the Early Years Foundation Stage using the Foundation Stage Profile Document.
- Sticky knowledge checks take place each lesson which help pupils to recall previous learning and knowledge and encourages pupils to make those links. If a misconception has been noted or a lack of disciplinary or substantive knowledge highlighted this is something that can be addressed at this point or noted for future planning purposes.
- Ongoing marking and feedback by teachers and teaching assistants is provided for children in lessons to immediately challenge misconceptions and provide opportunity for children to improve upon their learning evidence.
- Classroom displays reflect the children's sense of pride in their design and technology work. The school environment also celebrates children's achievements in design technology.

Inclusion

Ryecroft Infant school is an inclusive school in every sense and has statutory policies for SEND, Equal Opportunities, Behaviour, Disability, Racial Equality and so forth. All children have equal access to Design Technology activities regardless of race, religion, gender or ability. All activities will be planned in such a way as to appeal to all and careful consideration is given to the learning materials provided ensuring all people are represented and stereotypes avoided.

Children experiencing difficulties learning Design Technology will be supported within the sessions through focused support. Work is planned and scaffolded where appropriate to meet the needs of all children.

Health and Safety

The following guidelines are to safeguard children from being put at unnecessary risk. It is appropriate that children are aware of the skills and care needed when working and that they respect tools and materials and handle them safely.

All tools and practical equipment will be kept in good condition, stored well and organised safely. Children will be taught the discipline of tool and room management. Any floor spillages will be cleared up immediately in order to preclude the risk of children / adults slipping.

The glue gun and cutting implements will be used by children only with direct adult supervision.

Food - Hygiene and Safety

All children will be given opportunities to work with and taste a variety of foods throughout FS2 and Key Stage 1.

Food will be bought and used adhering to the indicated sell by/use by date and will be stored according to the manufactures guidelines.

Staff must ensure that they are fully aware of any dietary requirements that may influence the foods used for tasting activities.

Any food items being used in role play areas must be kept in 'tip-top' condition and be replaced regularly. Teachers must ensure that food role play items are not left to mould or rot as these pose a hazard to the health and safety of pupils.

Children and adult helpers should be aware of the following:

- Hands should be washed thoroughly using soap and water before working with food
- Clean aprons should be worn by adults and children
- All equipment and surfaces to be washed and dried after use
- Close supervision of children when using knives, sharp utensils or when near the cooker
- Food should be kept covered when not in use, during preparation as well as in storage
- Food utensils should be used solely for cooking

EYFS

Children in the Early Years Foundation Stage setting have the same access to the D&T curriculum as Key Stage 1 children with an emphasis upon learning simple cutting, joining and shaping techniques. They will use construction kits to explore movement and develop skills. They will be encouraged to develop appropriate language to express themselves; ask questions about how things work or are made, create and clarify ideas and discuss their reasons for making choices. Children will also be instructed upon safe ways of working with equipment and materials. Resources and opportunities are provided for pupils to experiment, extend and evaluate their learning. The settings provide many opportunities to be creative through both adult led and child initiated learning and are planned and laid out with the Expressive Arts & Design outcomes.

E- Safeguarding

Technology is an important and essential part of the learning experience. We are committed to ensuring that our children leave with the skills and knowledge that will help them to thrive in our digital age. Children use a range of technology and it is vital that we teach children how to use this valuable resource safely. All staff have regular and up to date training, they can recognise and are aware of online safety issues. Children are aware of how to report issues or concerns to staff. Staff check all materials and resources before use and adhere to all safeguarding policy when using online content to support teaching and learning.