



Chater Infant School

**An exceptionally high performing  
professional and learning culture creating  
excellent achievement for all.**

**Remembered for All the Right Reasons**

# **Design and Technology Policy**

## ***Rights Respecting School Agenda***

*We have the right to go to school  
We have the right to learn.*

Article 3 - The best interests of the child must be a top priority in all actions concerning children

Article 28 - Every child has the right to an education (from the National Convention on Rights of the Child)

***This policy will be equality impact assessed with regard to disability, gender and race at the time of review and issues arising will be carried forward into the equality action plan.***

Date agreed: February 2021

# Date of next review: February 2024

## **Rights Respecting School Agenda**

As a Rights Respecting School, the following articles are integral to our Design Technology Policy.

Article 3 - The best interests of the child must be a top priority in all actions concerning children.

Articles 9 – children must not be separated from their parents against their will unless it is in their best interest.

Article 12 – Every child has the right to express their views, feelings and wishes in all matters affecting them, and have their views considered and taken seriously.

Article 16 – Every child has the right to privacy. The law should protect the child's privacy, family and home life, including protecting children from unlawful attacks that harm their reputation.

Article 18 – Both parents share responsibility for bringing up their children and should always consider what is best for the child.

Article 28 - Every child has the right to an education.

(From the National Convention on the Rights of the Child)

These articles have been simplified for the Chater Infant School Charter for children to follow:

We have the right to go to school;  
We have the right to learn.

## **Statement of Intent**

At Chater Infant School we are committed to providing all children with exciting learning experiences that are remembered for all the right reasons. We intend to create a Design Technology curriculum that develops essential knowledge and transferrable skills as set out in the National Curriculum (Design Technology Programme of Study). It is also our intent to promote the Spiritual, Moral, Social and Cultural development of pupils, as well as ensuring all children develop a Growth Mind Set. Furthermore, as subject leader it is my intention to ensure that children receive High Quality Teaching which prepares them for the opportunities, responsibilities and experiences of later life and enables rich, subject specific vocabulary to be developed.

And finally, we intend to ensure that children at Chater achieve the best possible outcomes in Design Technology throughout EYFS and KS1

## **Development of the Design and Technology Policy**

This policy was written by the Design and Technology Subject Leader in collaboration with the headteacher and other members of the teaching staff team. Stakeholders have been involved in the review and development process of this policy. Staff and governors helped to formulate and agree this policy.

This policy should be read in conjunction with the following policies:

Teaching and Learning Policy, Homework Learning Policy, e-Safety and ICT Acceptable Use Policy, Assessment, Recording and Reporting Policy, Charter Infant School Equality Scheme, Child Protection Policy and the Safeguarding Policy.

## **Equality**

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive Relationship and Health Education will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. The Department for Education has produced advice on The Equality Act 2010 and schools (DfE, 2014b).

Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states “Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.” “Schools should be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff have an important role to play in modelling positive behaviours. School pastoral and behaviour policies should support all pupils.” (DfE, 2019)

## **Parental involvement**

Parents are encouraged to support the implementation of Design and Technology learning where possible by encouraging home learning and using links on the school website. They are made aware of technological advances and encouraged to discuss and promote these areas of learning.

We provide home access to two curriculum resources used in school – Espresso and Purple Mash. These resources provide numerous creative tools, curriculum-focused activities and programs for children to explore which will support and inspire Design and Technology and creative learning both at school and at home. Home learning that is set for children regularly provides suggested use of these resources and reminders to parents of the need for e-safety when using the internet are provided regularly.

## **Roles and Responsibilities**

The governing board is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes;
- Ensuring the curriculum is well led, effectively managed and well planned;
- Evaluating the quality of provision through regular and effective self-evaluation;
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND;
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn;
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.

The headteacher is responsible for:

- Ensuring that there is a Design and Technology Policy in place, and that it is regularly reviewed and updated to take into account new developments to the primary curriculum
- Ensure that the Design and Technology Policy, as written, is disseminated to the Design and Technology Leader, teaching staff and parents, for implementation;
- Hold the Design and Technology Leader to account for the effective formulation and implementation of the Design and Technology Policy, including budget expenditure;
- Intervene where it is apparent that the Design and Technology Policy is not being implemented according to its provisions.

The Design and Technology subject leader is responsible for:

- Effective formulation and implementation of the Design and Technology Policy;
- Managing the Design and Technology budget, and keeping appropriate records of expenditure in order to review them and make suggestions for the future;
- Securing and maintaining Design and Technology resources, and advising staff on the correct use of these resources;
- Offering help and support to all members of staff in their planning, teaching and assessment of Design and Technology;
- Keeping the headteacher and other stakeholders, such as parents, informed about the implementation of the primary Design and Technology curriculum;
- Keeping up-to-date with new developments in Design and Technology and communicating such information and

developments to colleagues, including, where necessary, through the creation and delivery of bespoke training programmes;

- Attending appropriate in-service training.

All teachers are responsible for:

- Planning and delivering the requirements of the KS1 Design and Technology programmes of study and the EYFS Framework for Expressive Arts and Design to the best of their abilities;
- Setting high expectations for all their pupils, including pupils with special educational needs and/or disabilities (SEND), pupils from various social, cultural and linguistic backgrounds, and academically more able pupils;
- Encouraging pupils to apply their knowledge, skills and understanding of Design and Technology across the curriculum;
- Maintaining up-to-date records of both formative and summative assessment;
- Tailoring lesson delivery according to pupils' respective abilities.

## **Early Years Foundation Stage (EYFS)**

Nursery and Reception classes work towards achieving the Early Learning Goals, (ELG). The Early Years Outcome statements contain seven areas of learning. One of these areas is called- Expressive Arts and Design which relates to the following subject areas- Art, Design and Technology, Music and Drama.

***By the end of Reception pupils should be able to:***

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. **(ELG 16 Exploring and Using Media and Materials)**
- Use what they have learnt about media and materials in original ways, thinking about uses and purposes. They should also be able to represent their own ideas, thoughts and feelings through Design and Technology. **(ELG 17 Being Imaginative)**

## **Key Stage One (KS1)**

The Charter Infant School Design and Technology curriculum covers the National Curriculum Programmes of study in Year 1 and Year 2.

Pupils will be able 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 characteristic.

## 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.

## **Curriculum Delivery**

**In the EYFS** – Design and Technology involves children developing the knowledge, skills and understanding that help them to make sense of the world around them and can then be built upon in Key Stage 1.

This is achieved through a series of first-hand play-based activities and experiences. For example, children will have access to and use a wide range of construction toys and materials. A cross curricular approach will be implemented to ensure that Design and Technology will be part of many areas of learning through either child-initiated play or adult led activities. Plans will be made for activities that encourage exploration, investigation, problem solving, critical thinking and decision making. And finally, they will be part of an environment which stimulates children's creativity, interests and enjoyment in Design and Technology, both indoors and outdoors.

### **In Key Stage 1**

Design and Technology is blocked and taught through the topics being covered. There are also opportunities for Design and Technology skills to be reinforced in other areas of the curriculum and subjects might well be combined when and where appropriate. Design and Technology teaching in the school is about excellence and enjoyment. We adapt and extend the curriculum to match the unique circumstances

of our school. The emphasis in our teaching of Design and Technology is on first-hand experience and we encourage the children increasingly to take control of their own learning.

We use a range of teaching and learning styles in Design and Technology lessons in order to develop the knowledge, skills and understanding of each child.

These include:

- A range of activities which engage the children and stimulate their imagination and creativity.
- Varied lessons which where possible relate to other areas of the curriculum and reflect the children's own experiences and interests.
- Playing and working with a range of good quality construction kits/toys and materials.
- Focussed practical tasks.
- Design/plan and make assignments.
- Self-assessment/evaluation and opportunities to act upon this and improve work further.
- **Homework:** Children in Key Stage 1 will be encouraged to complete a "Creative Homework Task" **through out the year.** Parents and children will be given the opportunity to view this.

### **Cross-curricular links**

Design and Technology knowledge and skills are taught following guidance from the National Curriculum. However, through our cross-curricular approach to learning, Design and Technology is also taught through other subjects including English, History, Art, Science, Music and PSHE.

### **Curriculum Enrichment**

**School visits:** **TBC – email sent to all staff requesting this information on 25/02/2021.**

### **Resources**

- Basic resources such as construction kits, simple hand tools and textile equipment together with a small range of consumable items are stored in each classroom.
- Larger, more expensive or less used items are stored centrally in the **Art cupboard.**
- Materials and equipment for all food work are stored in the designated food area and in the Nursery unit. These items may be used in the classroom when appropriate.
- **Note:** It is the responsibility of the class teacher to manage the classroom resources, and it is the responsibility of the Design and Technology subject leader and resources manager to manage the central resources. Where possible, recycled materials are used.

### **Differentiation**

We provide suitable learning opportunities for all pupils by matching the challenge of the task to the individual needs and abilities of each pupil. We will achieve this in a variety of ways, including:

- Making reasonable adjustments to the way in which we deliver the Design and Technology curriculum, such as providing vocabulary word mats or making additional relevant resources.
- Assigning learning support assistants to individual/groups of pupils, where appropriate, to enable greater access to learning.
- Using personalised planning for children with significant SEND.

### **Assessment**

- Pupils in the EYFS will be assessed on a termly basis using the Early Years Outcomes statements relating to Expressive Arts and Design. Pupils at the end of Reception will be assessed using the Early Learning Goals statements.
- Pupils' knowledge and understanding of the primary Design and Technology curriculum will be assessed according to the provisions outlined in our Assessment, Recording and Reporting Policy.
- Ongoing formative assessment monitors pupil performance and progress during learning; the outcomes of which are used to ensure that work matches the individual needs and abilities of pupils.
- Summative assessment reviews pupils' progress and abilities, and will be undertaken at the end of each unit, term and school year.
- Pupils progress and end of year attainment will be tracked using the school's internal Design and Technology assessment at the end of each term.

### **Staff training**

- The Design and Technology Leader will be responsible for the identification and delivery of staff training requirements.
- The Design and Technology Leader will remain up-to-date with the latest developments in Design and Technology through liaison with the HFL cluster groups, online material, attendance at relevant courses and disseminating newly acquired knowledge/skills to colleagues, where appropriate.

### **Monitoring and evaluation**

- We will review this policy on a two-year basis in line with our policy review schedule.