

Hasland Infant and Nursery School

Design and Technology Policy

Intent

At Hasland Infant School we will teach children to understand how products are designed and made.

Our Design and Technology curriculum is designed to keep up with and reflect an ever changing world. It is our intention to enable the children to move with these changes and be the people that influence change in the future.

Through design and technology our children acquire a broad range of subject knowledge. They draw on disciplines such as mathematics, science, food and nutrition, engineering, computing and art as part of the Design and Technology curriculum.

Design and Technology enables the children's ideas to come to life. As designers they explore new techniques. They problem solve. They evaluate to improve their own and other people's ideas and products. They learn to take risks. They experience trial and error and learn from making mistakes. Ultimately our children will become resourceful, innovative, enterprising and capable citizens.

Our Design and Technology curriculum will enable our children to:

- Draw on their own and other people's experiences to generate ideas.
- Develop their design ideas through discussion, observation, drawing and modelling.
- Identify a target audience for what they intend to design and make based on a design criteria.
- Make templates and mock ups of their ideas in card and paper or using ICT.
- Select, name and use tools and materials safely.
- Evaluate their work against their design criteria.

Implementation

At Hasland Infant School our vibrant and creative curriculum is delivered through exciting topics and design and technology is taught throughout the year as part of each topic. We give children of all abilities the opportunities to develop their skills, knowledge and understanding of the designed and made world through whole class teaching, small group work and individual projects and activities.

We plan the activities in design and technology so that they build on the prior learning of the children. We use our progression of skills document to ensure that the children's skills, knowledge and vocabulary are built upon throughout their time at our school. The document shows our expectations for each year group from Nursery to Year Two and the key skills which each year group is expected to be taught.

Children are encouraged to discuss, share their ideas and explore how to create something either from their own ideas or inspired by others work. They are encouraged to evaluate not only the finished product but also throughout the making process and adapt their ideas as necessary.

Nursery

The children in nursery are encouraged to investigate and show interest in design and technology by exploring a range of large and small scale materials and construction activities. They are given opportunities to develop new skills and use a variety of tools and equipment such as hole punches and split pins and taught how to use equipment safely. They are encouraged to be curious and supported in finding solutions to practical problems such as 'How can we carry a bucket of water using newspaper?' or 'Which materials would make the strongest bridge for the Billy Goats Gruff?'

Reception

In Reception the children are encouraged to investigate and explore materials and resources. In addition to this they are expected to explore the characteristics of everyday objects, shapes, tools and techniques and use mathematical and simple technical language to describe them. They learn how to make their own choices about the tools and techniques they need to shape, assemble and join materials, justifying their choices. The children do this through a mixture of planned activities and through the purposefully planned continuous provision opportunities available in the classroom and outdoor learning areas.

Key Stage One

We have a creative approach towards our curriculum planning in design and technology. The National Curriculum objectives are linked to our current topic and our class projects and are used alongside the progression of skills document. The chance to explore and investigate is still a part of the Key Stage One curriculum, however the children are given more of a purpose and structure to their work. The children will have opportunities to look at and use the work of other designers. They are encouraged to think about how they would create a similar product and given opportunities to practice skills they have learned previously and new techniques they have been taught. These are often included in the continuous provision activities around the classroom. For instance, the children are taught different techniques to create a pop-up picture. They will then practice the skills in the continuous provision before designing and then making their own pop-up picture. The children are then expected to evaluate their product through talk and writing.

Inclusion and SEND

We are in an inclusive school where we focus on the wellbeing and progress of every child. All of our children share an entitlement to high quality design and technology curriculum which is delivered in a vibrant and creative way. We recognise the fact that we have children of differing special educational needs, disabilities, special gifts and talents, and of those learning English as an additional language in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

Design and technology provides practical learning experiences which make it accessible to all pupils. Designing and making real products that can be used can give pupils a sense of achievement and improve their self-esteem. Teachers adapt the activities to meet the needs of all pupils. This may involve breaking the learning down into smaller steps, providing adapted tools and resources and giving more opportunities to practise skills. Also using extra adult support, and using ICT to record ideas and finished products.

Links with the community

Wherever possible and relevant we make links and engage with the community in order to further support and enhance our design and technology curriculum. This may involve inviting experts in design or product making into school to share their expertise with the children. This can be to support a particular topic and will therefore be specific to a year group. For example, asking an expert to come in to talk to the children about a product they have invented for the Year One topic about inventions. The children can then see the designs and the product that's been created so children can learn about the processes that lead to creating a finished product.

On some occasions the whole school could be involved in creating a design or a finished product. For example to link in with our school celebration of The Year of Reading a competition could be held for the children to design a cake themed around their favourite book. The winning design could be made into a real cake by one of our local businesses and raffled off at our summer fair.

Our topics are celebrated by Wow moments and often involve inviting parents/carers into school to view children's work and even join in with projects. The children's work is also shared on our school website.

The role of the subject leader

The subject leader monitors children's progress and the quality of teaching and learning in design and technology throughout the school. The work of the subject leader also involves supporting colleagues in the teaching of design and technology, staying informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. They are responsible for the provision and organisation of design and technology resources in school.

Impact

Assessment is an integral part of teaching and learning and at Hasland Infant and Nursery school we encourage children to be actively involved in this process. We ensure that they have a clear understanding of their learning objectives. The children are asked to talk about their work, the work of their peers and that of other designers. Children are encouraged to assess and evaluate both their own work and that of other children.

The design and technology subject leader collects evidence of the children's work in order to demonstrate the expected level of achievement in design and technology in each year of the school. Teachers meet regularly to review individual evidence of children's work and check assessment is accurate.

Design and technology has a high profile in Hasland Infant and Nursery School. Every class teacher is responsible, with the support of the subject leader for displaying high quality work in classrooms and school corridors. This showcases the quality of our teaching and learning and is available for staff and visitors to see and appreciate.