Freegrounds Infant Primary School
Design Technology Policy

1. INTRODUCTION

Freegrounds Infant School is a Rights Respecting school. Children and adults work together to recognise and act upon the rights of the child within our school, our local community and the wider world. We believe that by understanding their own rights children learn to respect and value the rights of others. This policy exemplifies these rights and our practise aims to ensure that the following rights are adhered to:

In this Policy we specifically recognise the following articles from the UN convention on the Rights of the Child:

Article 3 The best interests of the child must be a top priority in all decisions and actions that affect children.

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

Article 13 Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

Article 17 – Every child has the right to get information in lots of ways as long as it's safe.

Article 28 Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child.

Article 29 Education must develop every child's personality, talents and abilities to the full.

Article 31 Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

2. SPECIAL EDUCATIONAL NEEDS AND EQUAL OPPORTUNITIES

Freegrounds Infant School will endeavour to offer equal opportunity of access of all children regardless of gender, race, religion, disability and ability. In line with the school's Disability Equality Scheme, we will:

3. RATIONALE

At Freegrounds Infant School we aim to inspire all children so that they can become resourceful, innovative, enterprising and capable citizens.

Design Technology is taught in discrete blocks linked to our project work. The children work in a range of relevant contexts with a wide variety of materials. During each unit we aim to cover the four elements of the National Curriculum which are designing, making and evaluating and technical knowledge.

All staff at Freegrounds Infant school are involved on our vision for D&T and are equipped to confidently deliver good practice within this. We consistently monitor and assess our D&T curriculum to ensure that practice in school is coherent and of a high quality. We ensure that our D&T planning is inclusive for all and provides each child with an appropriate challenge to encourage and inspire further learning.

4. AIMS

At Freegrounds Infants School we aim to provide an education that will enable children:

• to develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.

• to build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users.

• to critique, evaluate and test ideas and products and the work of other.

• to understand and apply the principles of nutrition and learn how to cook.

5. CURRICULUM INTENT

At Freegrounds Infant School we provide a Design and Technology curriculum which is accessible for all children. We strongly believe that high-quality Design and Technology lessons inspire children to be curious about the materials and products around them as well as creating their own outcomes in a variety of ways. This in turn motivates them to learn, think and act as enterprising and capable citizens.

Our curriculum design allows children to develop their subject knowledge, skills and understanding whilst promoting their spiritual, moral, social, cultural and mental development, which prepares them for future opportunities and experiences. At Freegrounds Infant School we link learning through a range of projects, which give children the essential characteristics to help them to become enterprising and capable citizens.

Through careful planning our children have the opportunities to develop a sense of curiosity about Design and Technology and how to design, make and evaluate whilst applying a range of technical knowledge. We aim to increase and develop children's design skills, knowledge of food and nutrition and problem solving expertise by immersing them in creative, risk-taking contexts through practical experiences.

6. CURRICULUM IMPLEMENTATION

At Freegrounds Infant School we ensure high standards of teaching and learning in Design and Technology. By implementing a curriculum that is progressive throughout the whole school we plan purposeful outcomes which enable children the chance to show what they have learnt. We aim to challenge, motivate and involve all learners in Design and Technology lessons. Teachers will encourage all children to develop a growth mindset, accepting that they may not have all the skills but determinedly strive to design, make and evaluate using the appropriate

technical knowledge and skills.

Design and Technology is taught through our projects, focusing on the knowledge and skills outlined in the National Curriculum. At Freegrounds Infant School each unit of work is taught based on previously taught skills and each product outcome is designed to solve real and relevant problems. Teachers ensure that children are engaged in Design and Technology through providing a range of opportunities to develop their risk-taking, knowledge and skills.

Children have opportunities to explore and use a variety of tools and we offer contextual experiences that draw upon children's mathematics, science, computing and art skills. These opportunities evoke the children's interest, creating memories and positive attitudes towards the subject. As designers, they will develop the ability to evaluate and respond to a variety of situations to develop a critical understanding of the impact on daily life and the wider world. Through a rich Design and Technology curriculum, the children will feel prepared and well equipped for a successful future.

7. CURRICULUM IMPACT

The impact and measure of our curriculum is to ensure that children at Freegrounds Infant School are equipped with the creative, technical and practical Design and Technology skills and technical knowledge that will enable them to be ready for the curriculum at Key Stage 2 and for life as an adult in the wider world.

As part of their work with food, pupils will be taught how to cook and apply the principles of nutrition and healthy eating. Pupils will be taught to use the basic principles of a healthy and varied diet to prepare dishes and understand where food comes from. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

We want our children to have thoroughly enjoyed learning about Design and Technology, therefore encouraging them to undertake new life experiences now and in the future. We want our children to talk about their Design and Technology learning with passion and enthusiasm both within school and at home. On leaving Freegrounds Infant school we want children to know more, remember more and understand more about Design and Technology.

8. HEALTH AND SAFETY

The safety of the children is the responsibility of the class teacher. It is therefore important to ensure that all staff and helpers are confident in the appropriate and correct use of tools and equipment.

Risk assessments are available, for each unit of work in Design and Technology. These can be found alongside Design Technology resources, on the school system and online:

https://designandtechnology.hias.hants.gov.uk/course/view.php?id=16

Staff will teach the safe use of appropriate tools and insist on good practise. Children will learn how to work safely and to understand that their actions can affect others. They will be made aware of the hazards, risks and risk control and how to recognise hazards.

All food safety procedures will be followed when preparing for food activities and PPE will be worn by children/teacher and helpers during D&T activities.

9. ASSESSMENT

Assessment activities have been created for Teachers to assess and reflect on the learning throughout a Design and Technology learning journey and against the carefully planned outcomes. Standards are monitored by the Design and Technology leader through learning walks, pupil conferencing and book scrutiny.

Formative assessments will be ongoing in order to establish a level of achievement and understanding. Opportunities for formal assessment will be highlighted on planning. Assessment grids should be used and updated at the end of each unit of work. Methods of gathering evidence for assessment include:

- informal discussion
- observation
- pupil conferencing
- moderating against NC levels
- comparing outcomes against learning outcomes

10. TECHNOLOGY

Opportunities for the use of ICT, which enhance children's learning of Design Technology and links with ICT are indicated within the unit plans. ICT facilities and features support teaching and learning, such as programs to design products and internet research about designers or skills. When using these resources our Internet and Computer Acceptable use policy will be adhered to.

11. ROLE OF THE SUBJECT LEADER

The Design Technology leader aims to raise the standards of children's experiences and performance in their subject. They focus on supporting and improving the quality of teaching and learning in the classroom by supporting staff in their understanding of their subject and keeping themselves and others up to date with new initiatives linked to Design Technology.

It is the responsibility of the Design Technology Subject leader to order resources for each year group relevant to the unit of work being covered. They will also monitor or audit general, centrally stored Design Technology equipment on a termly but it is the responsibility of Year Group leaders and class teachers to let the leader know of any breakages or need for new equipment in advance.

12. MONITORING, ASSESSMENT, RECORDING AND REPORTING

The Design and Technology leader is responsible for monitoring the standards of children's work and the quality of teaching. They support colleagues in their teaching by giving them information about current developments in the related areas. Bi-annually a full 360 degree analysis takes place as part of the school's Subject Leader Develop Schedule. (SLED). Strengths, weaknesses and areas for further improvement are identified through a Subject Position Statement and a two year action plan is then created.

Many of the Design Technology units of work include sharing the final outcome with parents or across the year group, thus further enhancing the children's understanding of the real life purposes of the products.

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Policy created November 2023 by Kathryn Emery
Next review November 2026

Version control:	V.1 7/11/2023