



DESIGN AND TECHNOLOGY POLICY

Intent

At Boyne Hill CE Infant and Nursery School we intend to build a Design and Technology curriculum that inspires pupils to be innovative and creative thinkers who have an appreciation for the product design cycle through ideas, creation and evaluation. We want our pupils to develop the confidence to take risks, through drafting design concepts, modelling and testing and to be reflective learners who evaluate their work and the work of others. They can then continue to develop these skills as they progress through their education and into adulthood.

Implementation

We follow a broad and balanced Design and Technology curriculum that builds on prior learning and provides both support and challenge for learners. It ensures progression of skills, covers all aspects of the Design and Technology statutory requirements of the national curriculum and the relevant strands within the Early Years Foundation Stage Statutory Framework.

In Key Stage 1, all classes will have scheduled Design and Technology lessons in line with each Unit of the Kapow Primary Scheme of Work with progression building upon learning in the previous year.

We want to ensure that Design and Technology is embedded in our whole school curriculum and that opportunities for enhancing learning by using design and technology are always taken.

The Kapow Primary Scheme of Work has five key strands, each taught in sequence:

1. **Design** – Our pupils will learn how to:
 - 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.
2. **Make** – Our pupils will learn how to:
 - 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.
3. **Evaluate** – Our pupils will learn how to:
 - explore and evaluate a range of existing products.
 - evaluate their ideas and products against design criteria.
4. **Technical Knowledge** – Our pupils will learn how to:
 - 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.
5. **Cooking and Nutrition** – Our pupils will learn:
 - about the basic rules of a healthy and varied diet to create dishes.
 - where food comes from, for example plants and animals.

Impact

The impact of our curriculum will be monitored through formative and summative assessment opportunities. It is our aim that pupils will leave our school equipped with a range of skills to enable them to succeed in the next stage of their learning journey to then become innovative and resourceful members of society.

The expected impact of our Design and Technology curriculum is that pupils will:

- Understand the functional properties of a range of materials and resources;
- Understand how to use some simple tools to carry out different processes for making products;
- Build on and apply a repertoire of skills, knowledge and understanding to produce innovative products
- Understand and apply the principles of healthy eating, diets and recipes.
- Self-evaluate and reflect on learning and identify areas to improve.
- Meet the end of Key Stage 1 expectations as outlined in the national curriculum for Design and Technology

Work produced will be celebrated and discussed in class, as well as in school assemblies and with parents. The Subject leader will assess the success of each unit by talking to staff and helping with problems. Progress in this subject area will be reported to parents/carers through end of year reports and at parent/carer meetings where appropriate.

Role of the Subject Leader

- To monitor and evaluate the effectiveness of the curriculum across the school through discussion with the teachers and children and to provide opportunities for achievement to be celebrated within the subject area.
- To make sure that materials and equipment are ordered and suitable for use and that they are regularly checked.
- To update resources and the curriculum when opportunities arise and to keep up to date with changes in regulations and expectations.
- To provide support and advice where needed for meeting individual pupils' needs, especially those with special educational needs and/or disabilities.

Hygiene and Safety within the subject

The teacher will ensure that all products are suitable for use with children. Any equipment deemed unsafe will be reported to the Design and Technology subject leader and removed from use. Equipment that needs adult supervision will be stored out of reach of the pupils and will be supervised during lessons. The pupils will be made aware of any dangers linked with these pieces of equipment. Staff should only undertake tasks where they feel they have the adequate understanding and knowledge of how to use the equipment safely and should ask for advice if they are unsure.

The subject leader will keep up to date with any changes in regards to Health and Safety and will disseminate to staff when needed.

In lessons where food is being used or prepared, staff will ensure that all surfaces are cleaned and that equipment is also ready for use. They will supervise the use of knives and other sharp utensils and again reinforce the dangers to the pupils and model the correct ways to use them. They will ensure that food is correctly stored and that sell by dates are checked before use.

This policy will be reviewed biennially

Last reviewed: August 2024