**Aims and objectives**

At Farnborough Road Infant School, we aim to develop children’s creative, technical and practical expertise needed for them to perform everyday tasks confidently. We hope to encourage an appreciation for technological achievements, past and present, and to foster children’s enthusiasm for designing, making, modifying and inventing products. This will enable them, one day, to contribute to our increasingly technological world. We strongly believe in the importance of hands-on experience, learning through doing works!

To achieve this, we aim to:

- Provide all children with their entitlement in Design and Technology, according to the National Curriculum (2014).
- Ensure that children have the skills, knowledge and understanding necessary to solve practical problems and to make quality products.
- Encourage confidence, perseverance and nurture a sense of pride and enjoyment in their work.
- Develop children’s ability to communicate visually and verbally, using appropriate vocabulary.
- Nurture the development of social skills necessary for working as an effective member of a team as well as the ability to work independently.
- Provide an environment in which children can work safely and be taught how to use certain tools correctly.
- Encourage children to evaluate, through an iterative designing and making process, the technological and aesthetic aspects of their work and that of others.
- Stimulate children’s interest in Design and Technology and develop their awareness of the strengths and limitations of technology in the present day.

**Organisation and Planning for Foundation Stage**

Throughout Nursery and Reception the children are shown how to use simple tools safely and appropriately (hole punchers, scissors, tape dispensers etc). Children are given time to explore a variety of media. The children are encouraged to develop and explore their skills through the continuous provision provided within the setting.

**Organisation and Planning for Key Stage 1**

- At Farnborough Road Infant School, we have decided to use the Primary Curriculum Programmes of Study for the basis of our Design and Technology planning. These have been amended and adapted to suit our school.
- The Programme of Study identifies what opportunities will be provided to children in order to develop their Design and Technology skills. It highlights what assessment opportunities there will be throughout each child’s learning journey.
- Each year group team is responsible for their planning.
• To ensure coverage of the programmes of study (POS) for KS1, an overall planning sheet for KS1 is amended by the Design and Technology leader as units are taught.
• Each unit of work is taught in blocks during 'Topic' time.
• The unit is split into sessions, which details the range of activities taught including all aspects of the design process - designing, making and evaluating.
• Each unit is evaluated and shared during Year Group meetings. Teachers use target tracker and assessment sheets to assess children's understanding. This information is collated by the Design and Technology leader.

**Teaching and Learning Strategies**

A variety of teaching methods will be implemented:

• To suit the needs of individual children, who have different learning styles.
• To suit the nature of what is being taught.
• To fit in with availability of equipment/resources (including other adults).

Design and Technology skills and knowledge will be taught in a variety of contexts, with a range of classroom organisational strategies and differing management groups.

• Whole Class – teacher demonstration/discussion of, for example, a skill or techniques and working on individual tasks, e.g. designing a suitable moving card.

• Group Teaching – small groups of children work together on a task, or work independently (groups may be mixed ability or children with similar needs).

• One to one Teaching- teaching to an individual.

• Independent work - children work on their own.

By recognising the variety of learning styles and encouraging a variety of quality Design and Technology activities, children's capabilities will be enhanced.

Teaching and learning are greatly enhanced by trips out and by inviting speakers into school. Outings develop a very positive profile for D&T (and enhance other curriculum areas), highlighting the importance and impact of Design and Technology on our lives, our culture and the world.

**Resources**

• The Design and Technology leader keeps the staff informed of new developments and new resources via INSET days and attendance at Year Group Meetings. The Design and Technology leader ensures equipment and resources are tidy and in good working order. The leader is responsible for replenishing stock as necessary – within budget.

• Most Design and Technology resources are stored centrally. Potentially dangerous tools, adult use only – e.g. the glue guns are located in the art cupboard (staff access only). All adults must be aware of the potential dangers of these tools and always use them safely, for more details, consult the Health & Safety policy.

• Every classroom is equipped with basic Design and Technology equipment – cello tape dispenser, dispenser for masking tape, scissors, string, paper clips, wool, glue, glue spreaders, stapler for children, hole punching, card, paper of various sizes and quality, shape templates, felt-tip pens and paint.

• Food technology resources are located in the kitchen. Food technology lessons can take place in the kitchen. Children do not have access to this area unless accompanied by an adult.

**Assessment, Recording and Reporting**
Assessment is built into all stages of the planning process. Teacher assessments will be undertaken in a variety of ways and contexts (see Assessment Policy for more detail of the variety of procedures).

At the end of each unit an assessment sheet and target tracker will be used by the teacher to assess the children’s learning, attitude and skills. Teachers will observe, listen, and question children as they work. Teachers will be assessing and evaluating the processes of how children work and the products they make. Self and peer evaluation is an integral part of this process. ‘Circle time’ is a useful forum for this kind of activity, in which teachers play a vital role, working sensitively with children to help them evaluate their work, and the work of others, including commercially made products.

Teacher assessments will be monitored during Year Group moderation. Children’s assessments are used to inform planning and enable the teacher to formulate appropriate strategies for children e.g. consolidation of a technique.

Progress is recorded in teacher’s own records and where relevant, evidence is retained – written, pictorial, photographic, the actual product.

Parents can also monitor children’s achievement through displays and twice-yearly parents’ evenings.

Cross Curricular

Design and Technology links with all areas of the curriculum, particularly Computing, Art, Mathematics, English and Science (see planning for curricular links).

Equal Opportunities (Also see Equal Opportunities Policy).

All children should have the opportunity to reach their full potential in Design and Technology and be included in all activities, regardless of gender, race, disability, religion. Resources should be chosen to reflect the equal roles of men and women, and the fact that we live in a multicultural society.

Special Education Needs (Also see Inclusion Policy).

In order to help children to reach their full potential, some children may require additional support, resources, or resources adapted to enable them to access the activity. Teachers will differentiate their teaching and planning to meet the needs of groups and individuals. Some children may require individual programmes of work or the opportunity to work in a small group situation.

Progression

Progression lies in the acquisition of new concepts and the deepening understanding of those already encountered. These include:-

- An increase in knowledge, skills and understanding.
- Moving from familiar to unfamiliar contexts.
- Tackling problems, which demand more complex or difficult solutions.

The rate of progression will, of course, vary from child to child and has to be considered when planning the teaching and learning situations.

Dyslexia Friendly – because every child matters

Dyslexia is a specific learning difference which may cause difficulty in the acquisition of certain skills. In the context of this policy the school will put the appropriate support and resources in place. In the teaching and learning of DT in our school teachers will be aware of the needs of pupils with specific learning differences such as dyslexia.

Monitoring and Evaluation

Year Group meetings
These can be used for on-going monitoring and evaluation of the unit being studied. At the end of the unit, it is evaluated and the findings are fed back to the Design and Technology Leader.

**The Design and Technology Leader**
The subject leader liaises with the staff member planning the unit of work and therefore has direct input in the planning process. A copy of the planning is retained and coverage of the Programmes of Study is recorded. Evaluations of the unit of work are reviewed and the necessary action is taken. The leader monitors work displayed and feeds back to staff.

**Review**
This policy is reviewed by the Design and Technology and may be revised or amended because of:

- New Government guidelines
- New developments on the subject
- New resources
- Consultation with staff (who evaluate the policy and scheme)

**Role of the subject leader**
The Design and Technology leader will:
- Attend courses and local cluster meetings to develop knowledge of the subject and enhance learning opportunities in school.
- Advise and support staff e.g. have a lesson observed by a newly qualified teacher. Be available to work alongside staff to discuss good practice.
- Monitor Design and Technology throughout the school.
- Monitor, store and order resources.
- Celebrate the success and high standards obtained in Design and Technology at Farnborough Road Infant School e.g. by participating in the Ainsdale Show.
- Continue to develop links with the Design and Technology in the Junior School.

May 2018

This policy will be reviewed regularly.

Signed __________________________ Date ______________ Headteacher

Signed __________________________ Date ______________ Chair of Governors