Brackenwood Infant School

Design and Technology

		Name	Signature	Name	Signature
Date Adopted					
Review Date					

DESIGN TECHNOLOGY POLICY

OVERVIEW

Design and Technology prepares children to deal with tomorrow's rapidly changing world. It encourages children to become independent, creative problem solvers and thinkers as individuals and part of a team. It enables them to identify needs and opportunities and to respond to them by developing a range of ideas and by making products and systems. Through the study of Design and Technology, they combine practical skills with an understanding of aesthetic, social and environmental issues, as well as functions and industry. This allows them to reflect on and evaluate past and present technology, it's uses and impacts.

INTENT

It is our intent at Brackenwood Infant School for Design Technology to be taught in all year groups, which includes one topic relating to food. Design Technology projects are planned and delivered with cross curricular links to other subjects taught (such as STEM links).

1. Have a secure understanding of what it takes to be a designer.
2. Children will aim to design products with a purpose in mind and an intended user of the products.
3. Food technology needs to be implemented across the school with children developing an understanding of where food comes from, the importance of a varied and healthy diet and how to prepare this.
4. Pupils will design and make products that solve real and relevant problems within a variety of contexts.
5. Planning for cross curricular links will help draw upon subject knowledge and skills within Mathematics, Science, History, Computing and Art.
6. Children will learn to take risks, be reflective, innovative, enterprising and resilient.
7. Through the evaluation of past and present technology they will reflect upon the impact of Design Technology on everyday life and the wider world.

IMPLEMENTATION

1. In EYFS, DT will be taught using the "Understanding the World" and "Expressive Arts and Design" strands in Development Matters, with the aim of all children achieving the Early Learning Goal in "Technology", "Being Imaginative" and "Exploring and using Media and Materials".
2. In Key Stage 1, DT will be taught using the National Curriculum programmes of study. These programmes of study will be delivered through appropriate and engaging contexts (see Wider Curriculum Context Map).
3. Learning is defined as 'an alteration in long term memory,' and as such teaching strategies are used that allow both semantic and episodic memories to be made.
4. Metacognition and independent learning strategies are included in the teaching and learning of DT.
5. Teachers will have high expectations for all children and work in lessons will build on previous learning and skills to ensure progression in DT.
6. Progression in subject specific skills will be ensured by using the Brackenwood Infant School Subject Expertise document. Children will be provided with opportunities to develop the Level 1 milestones in EYFS and then move onto the Level 2 milestones in KS1. Those children who are working at a greater depth will begin on Level 3 milestones.
8. Each DT focused context is planned for through purposeful short-term planning and consists of:
   i) A 'knowledge rucksack' that identifies the fingertip knowledge that children should learn art context.
   ii) Clearly identified 'walking boots,' that set out national curriculum objectives and art specific expertise that are developed in each context.
   iii) A 'planning map' that outlines a progressive learning sequence to develop and build skills.
7. Where DT is the main context driver, each year group will undertake a DT project at least once a term including a construction topic, a textile topic and a food/drink topic.
8. Teacher delivery needs to show each step of the design process throughout a project: research, design, make and evaluate.
9. A range of skills will be taught ensuring that children are aware of health and safety issues related to the tasks undertaken.
10. Children keep their research, design and evaluation work in their topic folders accompanied by photographic evidence of their final product ensuring this displays their developing skills.
11. The school assessment policy and strategy is used effectively to ensure that all pupils including those with SEND are making good progress and achieving the highest standards for their ability.

12. The DT lead will monitor implementation of the subject across the school through a rigorous monitoring timetable which will include lesson observations, looking at planning, work scrutinies and interviewing pupils.

IMPACT

Through our practical and engaging DT curriculum, our children will show clear enjoyment and confidence in design and technology that they will then be apply to other areas of the curriculum. Our children will ultimately know more, remember more and understand more about Design Technology, demonstrating this knowledge when using tools or skills in other areas of the curriculum and in opportunities out of school. As designers' children will develop skills and attributes they can use beyond school and into adulthood. All children will make good progress in DT from EYFS to the end of Key Stage 1.

Revised and adopted by the Governing Body ……..Review Date…….
Signed by Cof G ……