John T. Rice Infant and Nursery School

Design Technology

Design Technology Policy

Introduction

This policy is a statement of the aims, principles and the teaching and learning of Design Technology at John T. Rice Infant School. At John T. Rice Infant School, we aim to develop knowledge, the skills needed in Design Technology to build on early childhood experiences by further investigating and exploring the things that are familiar to them. We want them to work safely and to be aware themselves of safety issues. We also aim to provide hands-on experience wherever possible and to use drama/role-play to aid understanding.

At John T. Rice Infant School, we have high expectations of children's work and celebrate children's achievements, fostering self-esteem and confidence.

INTENT

Aims

The national curriculum for Design and Technology aims to ensure that all pupils:
- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.
- 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.
- critique, evaluate and test their ideas and products and the work of others.
- understand and apply the principles of nutrition and learn how to cook.

Objectives

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment]. When designing and making, pupils should be taught to:
Design
- 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

Make
- 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.

Evaluate
  - explore and evaluate a range of existing products.
  - evaluate their ideas and products against design criteria Technical knowledge.
  - 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.

IMPLEMENTATION

Teaching & Learning

Our Curriculum

Our curriculum has been designed to be engaging, broad and rich. It is a curriculum that evolves, based on the needs of our children and changes in the world around us. It takes into account the local context of the school, experiences and backgrounds of our children and provides them with the relevant and memorable learning experiences to enable them to become well rounded, successful citizens. Our school vision, values and ethos are interwoven within this vibrant curriculum.

Planning

Our long-term planning is based on a two-year planning cycle (Cycle A and Cycle B) with a different theme each term and a planned in visit or visitor.

The Key Stage One team meet half termly to complete the medium-term planning. To ensure that the topics provide adequate coverage and progression through Years 1 & 2, the subject leader has written a progression document containing details of the vocabulary and breadth of study to be taught. This then provides the basis for the medium-term planning. This provides details of each lesson objective, vocabulary and necessary knowledge. One teacher will plan this to ensure consistency through the classes.

Class teachers have the responsibility for creating their own weekly planning using the medium-term topic slides and resources.

IMPACT

Monitoring & Assessment

Children are informally assessed during lessons, through questioning and performance which will be used formatively to inform future planning. Summative assessments are used at the end of each term using ScholarPack, to show progression throughout Key Stage One.

Book looks are completed informally by the subject leader (with either the SLT or teaching staff) to monitor the quality and consistency of work in Design Technology.

Planning will be looked at to monitor coverage and progression of Design Technology across the Key Stage.

Speaking & Listening

Speaking and listening activities should be encouraged within Design Technology whenever possible. These should be linked to the learning objectives for Spoken Language taken from the National Curriculum for English.

Equal Opportunities

At John T. Rice Infant School we are aware of the need for equality of access for all children. Our staff believe strongly in creating equal opportunities for all children and work to this aim. We introduce and build upon the children's awareness of equal opportunities including the development of respect and understanding of multi-cultural, gender and S.E.N. issues.
John. T. Rice Infants is committed to ensuring equality of opportunity in line with the Equality Act 2010. We aim to reduce disadvantages, discrimination and inequalities of opportunity, and promote diversity in terms of our pupils, our workforce and the community in which we work.

We will assist our pupils in achieving to their very best potential. Where pupils experience barriers to their success, we will work with them to address these in a sensitive and sympathetic way. We will teach our pupils the importance of equality and what forms discrimination can take and the impact discrimination can have.

 We will not discriminate on any of the grounds listed below (known as the Protected Characteristics) save where such discrimination is permitted by law. The Protected Characteristics that apply to schools are:

• Age (in relation to staff only);
• Disability;
• Gender re-assignment;
• Marriage and civil partnership (in relation to staff only);
• Pregnancy and Maternity;
• Race;
• Religion Faith or Belief;
• Sex; and
• Sexual orientation

E-Safety

Whilst using a wide range of technologies to teach Design Technology, we need to ensure children are safeguarded. E-Safety encompasses Internet technologies and electronic communications such as mobile phones as well as collaboration tools and personal publishing. It highlights the need to educate pupils about the benefits and risks of using technology and provides safeguards and awareness for users to enable them to control their online experience.

E-Safety depends on effective practice at a number of levels:
- Responsible ICT use by all staff and pupils; encouraged by education.
- Sound implementation of e-safety policy in both administration and curriculum, including secure school network design and use.

This policy was agreed by staff and the Governing Body. This policy was reviewed in Summer 2023 and will be reviewed again in Summer 2026