Reaching together

Ivington C of E Primary and Pre-school

Reaching together… 'stand firm in your faith, be courageous and strong' – 1 Corinthians 16:13

Design and Technology Policy

Approval of the Governing Body

This document is a statement of the aims, principles and strategies for:

Design and Technology Policy

at

Ivington CE (VA) Primary and Pre-school

It was revised during the:

Spring 2024

It has been agreed and is supported by the teaching staff and the governing body.

We aim to review this policy during the:

Spring 2026
Or sooner if necessary

Linking with our Vision

Reaching together

To provide a caring, Christian ethos for the school, which inspires and excites a shared enthusiasm for life and learning.

At Ivington CE Primary and Pre-school, through our strong Christian ethos and focus on 12 important Christian values, we are committed to providing a deeply nourishing, spiritual, ambitious, and broad curriculum. Our motto, 'Reaching together' underpins our belief in equality of opportunity for all, where we actively endeavour to promote understanding and appreciation of our racially diverse society and give each child a special place in the world where they feel valued, essential to our community and equipped with the necessary skills to make a positive contribution. We perceive our role to be opening a 'window on the World', through which our pupils are actively encouraged to develop respect for the beliefs and cultures which enrich their everyday lives and encourage others to do likewise.

We strive to eliminate inequality through our deep Christian ethos of tolerance and understanding of all groups in society, which ensures that everyone at Ivington will be treated fairly despite his or her creed, colour, disability, or gender.

More details are available in our Inclusion, Racial Equality and Equal Opportunities policies.

The health, safety, and welfare of all the people who work or learn at our school are therefore of fundamental importance. We aim to provide a safe, secure, and pleasant working environment for everyone. The governing body, along with the LA, takes responsibility for protecting the health, safety and welfare of all children and members of staff.

Design and Technology Policy

Aims and objectives

Our children are surrounded by things which are designed and made and yet, perhaps too often, products are bought and used without really understanding the design and technology which has gone on behind the product to make us purchase and use them. Through the study of design and technology children combine practical skills with an understanding of aesthetic, social and environmental issues, as well as functions and industrial practices. This allows them to reflect on and evaluate present and past design and technology, its uses and its impacts. We hope that an appreciation of the Design-Make-Evaluate process will enable children to make more sustainable choices for their future selection of products in an ever-changing technological age. Delving more deeply into the Design-Make-Evaluate process also helps make children deep thinkers who become autonomous and creative problem-solvers, both as individuals and as part of a team. It enables them to identify needs and opportunities and to respond by identifying limitations and develop ways to overcome and improve these. Design and technology helps all children to become discriminating and informed consumers and potential innovators.

We want our children to question why things are made the way they are, to explore how structures are put together, how mechanisms work and can be electronically controlled, how textile is fundamental in day to day life and how cooking and nutrition is key to a healthy and environmentally sustainable future. We encourage our children to discover who a product is designed for and how it has been well made and attractively finished. Our children use subject specific vocabulary which is carefully selected and used consistently and progressively throughout the school. We endeavour to teach them to select and correctly use the right equipment for the task with increasing accuracy, fine-tuning skills they can take with them on their learning journey.

Design and technology prepares children to take part in the development of tomorrow's rapidly changing world.

The aims of design and technology are:

- to develop an appreciation of the Design-Make-Evaluate process which will instil a sense of value in the products they have available to them
- to develop an understanding of technological processes, products, and their manufacture, and their contribution to our society with a goal of promoting sustainability for the future
- to develop creative thinking and a problem solving ethos which enables children to be innovative
- to enable children to talk about how things work, and to draw and model their ideas;
- to encourage children to embed technical knowledge and be able to select appropriate tools and techniques for making a product, whilst following safe procedures;

- to foster enjoyment, satisfaction and purpose in designing and making and a sense of pride and achievement; this potentially enables a lifelong sense of satisfaction and practical skills

Teaching and learning

The school uses a variety of teaching and learning styles in design and technology lessons. The principal aim is to develop children's technical knowledge, skills and understanding in design and technology. The rolling programme is planned to ensure National Curriculum coverage with specific reference to Design-Make-Evaluate content. Development of Technical Knowledge and skills is planned across the key stages and importance is placed on the ability to measure, draw and cut accurately. Subject specific vocabulary is planned and used consistently and progressively in both Key Stages; we use vocabulary carefully, ensuring that technical language is used from EYFS, and embedded and extended throughout the key stages. Teachers are aware of what has been taught previously so they can ensure that the children apply their previous knowledge and understanding when developing ideas, planning and making products and then evaluating them. Design Technology is taught through a mixture of whole-class teaching and individual/group activities; tasks requiring additional supervision or guidance are taught on a one to one basis. Within lessons, we give children the opportunity both to work on their own and to collaborate with others, listening to other children's ideas and treating these with respect. Children critically evaluate existing products, their own work and that of others. They have the opportunity to use a wide range of materials and resources, including ICT.

In all classes there are children of differing ability. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child or by giving additional 1-1 or group support. We achieve this through a range of strategies:
- Recapping past learning and checking understanding to ensure confidence in every child
- giving opportunities for children to test their own ideas encouraging innovation and opportunities to evaluate and modify
- setting common tasks that are open-ended and can have a variety of results;
- setting tasks of increasing difficulty and 'challenge' tasks
- grouping children by ability and setting different tasks for each group;
- using additional adults to support the work of individual children or small groups.

Design and technology curriculum planning

Care has been taken to ensure that the Design and technology curriculum content has been covered across the age phases. Aspects of Design-Make-Evaluate have been incorporated into each unit with Technical Knowledge being incorporated as appropriate. We have ensured that local links with farming/industry and production are in place to embed an understanding of large scale production and seasonality.

We carry out the curriculum planning in design and technology in three phases: long-term, medium-term and short-term. The long-term rolling programme plan maps out the units covered in each term during the key stage with attention to curriculum coverage,

key skill development and vocabulary progression. Our medium-term plans, give details of each unit of work for each term. They identify learning objectives with attention to any adaptation for specific requirements and modifications needed for individual children or groups. Class teachers are responsible for considering a daily plan thinking of how the class will be taught most effectively.

Recapping of prior learning of the children to remind and give confidence is key to the success of our Design Technology teaching. Key vocabulary and key skills are recapped regularly and are referred to across the curriculum to sure that these are fully embedded, and children take pride in their ability.

The Early Years

We encourage the development of skills, knowledge and understanding that help reception children make sense of their world as an integral part of the school's work. Design Technology in the EYFS is informed by the early learning goals with a focus on each child's ability to set and work towards simple goals, giving focused attention to guidance by a teacher, responding appropriately even when engaged in activity and showing an ability to follow instructions involving several ideas or actions. Design Technology also provides opportunities to develop their fine motor skills, using a range of small tools, including scissors, paint brushes and cutlery. They will have opportunities to develop key skills such as beginning to show accuracy when drawing and these will be continually developed as they progress through school. Creativity will also be developed and rewarded through praise and a sense of achievement. They will have opportunities to creating with materials safely, use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form and function. Sharing their creations will bring a sense of achievement and give them opportunities to evaluate by explaining the processes they have used. The knowledge and skills acquired and developed in the EYFS will provide the foundation or those identified in subsequent years.

We provide a range of experiences that encourage exploration, observation, problem solving, critical thinking and discussion. These activities, indoors and outdoors, attract the children's interest and curiosity.

Contribution of design and technology to teaching in other curriculum areas

English
Design and technology contribute to the teaching of English in our school by providing valuable opportunities to reinforce what the children have been doing during their topic work. The evaluation of products requires children to articulate their ideas and to compare and contrast their views with those of other people. There are opportunities for role play and debate to explore, explain and justify their own views and clarify their design ideas.

Information and communication technology (ICT)
We use ICT to support design and technology teaching when appropriate. Children use the internet to research and develop their understanding, programs to model and represent their ideas and software to investigate shape and patterns. The opportunities in computing are fast developing and current ideas are discussed with the computing coordinator regularly.

Personal, social and health education (PSHE) and citizenship
Design and technology contributes to the teaching of personal, social and health education and citizenship. We encourage the children to develop a sense of responsibility in following safe procedures when making things. They also learn about health and healthy diets. Their work encourages them to be responsible and to set targets to meet deadlines, and they also learn through their understanding of personal hygiene, how to prevent disease from spreading when working with food. The children's awareness of sustainability and our environment is of key importance, and it is hoped that a detailed understanding of the Design-Make-Evaluate process will encourage a thoughtful approach when selecting products in day to day life. Links to local industry ensures that children are aware of the options to buy local to reduce food miles as well as buying seasonal pproduce.

Spiritual, moral, social and cultural development
The teaching of design and technology offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Our groupings allow children to work together and give them the chance to discuss their ideas and feelings about their own work and the work of others. Through their collaborative and co-operative work across a range of activities and experiences in design and technology, the children develop respect for the abilities of other children and a better understanding of themselves. They also develop a respect for the environment, for their own health and safety and for that of others. They develop their cultural awareness and understanding, and they learn to appreciate the value of differences and similarities. A variety of experiences teaches them to appreciate that all people are equally important, and that the needs of individuals are not the same as the needs of groups.

Teaching design and technology to children with SEND

We teach design and technology to all children, whatever their ability. Design and technology also forms part of our school curriculum policy to provide a broad and balanced education to all children. Teachers provide learning opportunities that are matched to the needs of children. Work in design and technology takes into account the targets set for individual children in their Individual Education Plans (IEPs).

Often, we find that opportunities in Design and Technology enable children with SEND to showcase talents which they didn't realise they had! 'Hands-on' experiences demonstrate their strengths, and their confidence grows in this area of work; finding opportunities for these children to take the lead and support others are fantastic for promoting the importance of the diverse talents we have at Ivington.

Assessment and recording

We assess the children's work in Design Technology informally whilst observing them working during lessons. Teacher's note the progress made by children against the learning objectives for their lessons. Awareness of each child's individual development helps to ensure that progression is enabled across the school. This method of recording will also enable the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. We will pass this information on to the next teacher at the end of each year. To ensure that the curriculum is broad and balanced, the rolling programme is carefully planned to meet the Curriculum requirements and enables the co-ordinator to monitor the progression of skills.

Resources

Our school has a wide range of resources to support the teaching of design and technology across the school. Classrooms have a range of basic resources, with the more specialised equipment being kept in the design and technology store.

Health and safety

General teaching requirements for health and safety apply in this subject. We teach children to follow proper safety procedures. Teaching assistants and other adult helpers who supervise children with their Design Technology should be fully aware of school policy. Specific points include:

- Suitable protective clothing, such as an apron, old shirt or T-shirt should be worn to protect children's clothing from paint, glue, clay, inks etc. All children are expected to use a painting shirt in school.
- Long hair should be tied back to keep it out of paint, glue etc.
- Children must be taught to use sharp tools and equipment with care and consideration for their safety and for the safety of others.
- Children should be taught the safe way to carry scissors and tools.
- Although materials used in school are generally non-toxic, it is good practice to ensure that all children wash their hands carefully after art and design activities.
- Extra safety precautions should be adopted when using materials like hot glue guns.

Monitoring and review

The monitoring of the standards of children's work and of the quality of teaching in art and design is the responsibility of the art and design subject leader. The work of the subject leader also involves supporting colleagues in the teaching of art and design, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The art and design subject leader regularly evaluates areas of strengths and weakness within the subject, and reports to the head teacher, indicating areas for further development. The art and design subject leader has specially allocated regular management time, which she uses to review evidence of the children's work, and for specified management tasks.