



Design & Technology
Curriculum Policy
April 2022

Tibshelf Infant and Nursery
School

Vision

Teaching at Tibshelf Infant and Nursery School is 'Learning Centered', meaning that each element of whole school and classroom practice is designed around the individual needs and interests of our children. We aim to provide a progressive, creative and inclusive curriculum – within which all children are able to thrive. We believe that Design and Technology is a vital part of the curriculum and gives the children the opportunity to share their own thoughts and ideas and to be creative in the design and modelling/making process, whether this be independently or adult led. Children in the Early Years Foundation Stage and Key Stage One engage in a variety of different Design and Technology activities to meet their needs and extend their thinking. We want to create independent learners who enjoy a challenge and aren't afraid to share their ideas. Our curriculum, policies and practice throughout school are driven by our motto, mission statement and vision; alongside our commitment to the British Values. Our overarching curriculum statement (which can be found on our school website) is personalised for design and technology.

Intent

Within Design and Technology, we aim to build upon skills and knowledge year by year and so it is important that the children, throughout their time with us gain a range of experiences that enhance their skills, preparing them for the next stage in their education. The children will not only be provided with a skill set but will be able to use these skills independently and with confidence, using the correct vocabulary to communicate their ideas effectively. We believe that Design and Technology should be thought provoking and encourage discussion; children need to understand that we won't always have the same ideas but that this is okay. Design and Technology will provide inclusive learning for all – including those with special educational needs and will provide real life context and experiences which aim to deepen understanding so the children are excited and motivated to learn more. They should also know that Design and Technology has shaped our history and contributed to the culture, creativity and wealth of our nation.

Implementation

The teaching of Design and Technology at Tibshelf Infant and Nursery School is based upon the EYFS and National Curriculum for Key Stage 1. Planning for Early Years and Key Stage 1 is completed within year groups and uses progression documents to ensure learning is not capped but also that key skills and knowledge are built upon progressively. Through a creative curriculum and topic based learning, teachers ensure that learning within Design and Technology is focused upon the current needs and interests of the children. Coverage within the progression of skills and knowledge for Design and Technology includes the aspects of designing, making, evaluating, technical knowledge and cooking and nutrition. The teaching of these skills requires good quality resources to ensure high quality teaching. Teachers plan and differentiate activities to meet the needs of students which enables a good balance of teacher-led and child-led learning. Formative assessment takes place throughout lessons and is used to inform the next step in planning. Children in the EYFS have access to Design and Technology as part of their continuous provision, where teachers and TA's work with them on both adult led and child initiated activities.

Impact

Our Design and Technology curriculum is high quality and is planned to demonstrate progression. We measure the impact of our curriculum in the following ways –

- Continuous adult-pupil discussion throughout the design, make and evaluate process
- Continual marking and assessment of the children's work in the moment.
- Children in the EYFS are assessed termly using teacher/key worker knowledge of development as well as at the end of the Reception year using the ELG's.
- Teaching staff in KS1 assess children's ability within specific aspects of Design and Technology at key points within the year.
- Pupil progress is monitored closely and used to inform teaching, before being shared between year groups upon transition.
- Learning walks – by the subject leader.
- Discussions with pupils by the subject leader in order to hear the 'child's voice.'

Cross Curricular links within D&T

We strive to offer strong cross curricular links for learning and development in other areas of the curriculum. In the EYFS these include – personal social and emotional development, communication and language, literacy, physical development, mathematics and understanding of the world. In Key Stage One these include but are not limited to - literacy, mathematics, computing, history, design and technology, music and PSHE.

Inclusion (See SEN policy)

At Tibshelf Infant and Nursery School we ensure all pupils are treated as individuals and Design and Technology is differentiated to meet individual needs. The way in which Design and Technology is differentiated is personal to each individual pupil, but may include the use of different sized or shaped equipment, adult support or by expected outcome against the progression of skills.

Monitoring and review

The monitoring of standards of the quality of children's work and the quality of teaching is the responsibility of the subject coordinator and senior management. The subject coordinator is responsible for supporting colleagues, identifying training needs, staying informed about current developments in the subject and for providing a strategic lead and direction for the subject in school.

The Head Teacher allocates a given number of sessions per school year to the subject coordinator so that they can review the quality of teaching and learning, track curriculum coverage and set appropriate targets in order to further improve Design and Technology throughout school. This evidence is gathered by the subject coordinator via children's work, class scrap books, displays, discussions with pupils and learning walks. A named member of the schools Governing Body is briefed to oversee the teaching and learning in design and technology and communicates with the subject lead throughout the year.