Design and Technology Policy

Town Lane Infant School

Intent

Our Design and Technology curriculum is crafted to ignite creativity and foster critical thinking, empowering students to become innovators and problem-solvers equipped for the complexities of modern life. At Town Lane Infant School we enable children to achieve excellence through a high-quality Design and Technology education, inspiring, rigorous and practical subject where children learn to think creatively. As Design Technologists, we develop our natural curiosity alongside extending our understanding and skills base. The children have opportunities to reflect upon and evaluate past and present designs, its uses and its effectiveness and are encouraged to become innovators and risk-takers. We believe that all children should have equality of opportunity and should be able to access the curriculum regardless of race, religion, gender or ability.

Implementation of Design Technology

The implementation of our D&T curriculum is structured and sequential, tailored to the developmental stages of our children. We employ a range of teaching methodologies and resources to create a rich and engaging learning experience: It is a thoughtfully designed programme that focuses on the structure, Design, Make, Evaluate, Technical Knowledge.

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.

Impact

The impact of our D&T curriculum is measured through a variety of indicators, demonstrating our effectiveness and alignment with outstanding practices:

- **Enhanced Creative Skills**: Pupil engagement and excitement about D&T is evident, with children demonstrating enhanced creativity and innovation in their work. Projects show an increasing complexity and originality, reflecting their growing confidence.
- **Improved Practical and Technical Skills**: Students develop strong practical skills, evidenced by their ability to safely use tools and materials, leading to high-quality finished products. Many pupils' express pride in their creations, demonstrating ownership over their learning.
- **Positive Learning Outcomes**: Our assessments indicate that pupils make good progress in their D&T learning journeys. Many achieve above age-related expectations, leveraging their D&T skills across other subjects and applying critical thinking to diverse contexts.
- **Collaboration and Social Skills**: Feedback from peer assessments and collaborative projects shows that children value teamwork and exhibit improved communication skills. Pupils learn to listen to and support each other, enhancing their social interaction.
- **Increased Awareness of Environmental Sustainability**: As children engage in projects that involve sustainability, they demonstrate a growing understanding of responsible sourcing and design practices. Many express a desire to create products that are environmentally friendly, showcasing their awareness of global issues.

Through our commitment to delivering an outstanding Design and Technology education, we prepare our young learners to thrive as innovative thinkers and problem solvers in a rapidly changing world.

How does the Design and Technology curriculum support the whole school curriculum aims?

Our D&T curriculum is strategically planned to run alongside the National Curriculum, ensuring that it is progressive and builds on prior learning. Each unit of work incorporates key elements such as designing, making, and evaluating, aligned with age-appropriate expectations

Resources

All classrooms are well-equipped with a range of high-quality resources to support the effective delivery of the Design and Technology curriculum e.g. scissors, cello tape, masking tape, glue, split pins, paper and card etc. The more specific resources are stored in designated in a box stored in 2B to ensure easy access and efficient organisation.

All tools and equipment are subject to regular maintenance to ensure they remain in safe and good working condition. Consumable materials are monitored and replenished as required, ensuring that pupils have continuous access to the appropriate resources needed for practical and engaging learning experiences.

Role of the lead

The curriculum lead will keep up to date with current issues and will support staff through CPD development. The lead will monitor the subject in accordance with the school's policy and will support new staff members and student teachers as required with planning. The lead will report the effectiveness of the subject to members of SLT and its local governing body.

Training for, and supporting our Design and technology curriculum ensures:

- Teachers with secure subject knowledge, an appreciation of the structure of DT as a subject and an appreciation of the relationship between the two
- Teachers able to assess pupils' learning against our Progression Map objectives.

Assessment

Assessment is the responsibility of the class teacher and ongoing throughout the Foundation Stage and Key Stage 1. Assessment will come from teacher observations and evidence from work generated which will enable the completion of DT assessments on Insight which will be filled in at the end of a unit of work. An DT book containing samples of work, and a sample of product design will be kept and available for staff to use for demonstration purposes to children or parents and will be updated as necessary.

Inclusion

At Town Lane Infant School, we are committed to providing all children regardless of ability, gender, or ethnic background with equal access to high-quality experiences in Design and Technology. We believe that every child should have the opportunity to engage with, enjoy, and achieve in this subject area. Our teaching of Design and Technology is inclusive by design. We provide differentiated learning opportunities that support the progress of all pupils. This is achieved by setting appropriate learning challenges and by responding sensitively to each child's individual needs.

Assessment is aligned with the expectations of the National Curriculum and enables us to monitor each pupil's attainment and progress. Where a child's progress is significantly outside the expected range, this may indicate a special educational need. In such cases, our assessment process considers a range of contributing factors, including classroom organisation, teaching materials, instructional approaches, and the need for adaptations.

Health and Safety

The safety of the children is the responsibility of the class teacher. The children are made aware of the safe use and correct procedure involved when using tools and equipment in a learning environment and how to follow proper procedures for food safety and hygiene. The children are made aware of the need to be careful and to

understand that their actions can affect others. The children build up a range of skills when using equipment to reduce unnecessary risk. Craft knives are used only under direct supervision of an adult. Needles are used under supervision. All staff, including helpers, are made aware of food safety procedures when working with food to minimise any risks. The children wear protective clothing if necessary.

Design and Technology in the Early Years Foundation Stage (EYFS)

In the Foundation Stage, we support children in developing the skills, knowledge, and understanding they need to make sense of the world around them. Design and Technology is introduced as part of this holistic approach, encouraging creativity, problem-solving, and practical exploration. Learning in this area is closely aligned with the Early Learning Goals set out in the EYFS framework, which guide our planning and provision for children aged two to five. These early experiences lay the essential groundwork for future learning in Design and Technology, fostering curiosity, resilience, and a love of making and doing.

Forest school

Our Forest School is an inspirational programme that offers our children regular opportunities to appreciate and enjoy their local physical environment. We aim to provide a rich, natural environment for hands-on learning and experimentation, fostering creativity, problem-solving, and practical skills. This approach complements the traditional DT curriculum, encouraging children to design, make, and evaluate products using natural materials and tools in a real-world context. Children can explore and use a variety of natural materials like wood, branches, leaves, and stones, fostering creativity and inventiveness in their designs. They can also learn to use tools like hand drills, knives, and saws for cutting and shaping wood, developing practical skills.

Parental and community involvement

High levels of parental involvement in projects and activities indicate a strong community connection to our D&T curriculum. This engagement enriches pupil learning and highlights the importance of D&T as a vital component of the educational experience

Use of ICT

Information and Communication Technology (ICT) plays an important and integrated role in the teaching and learning of Design and Technology at Town Lane Infant School. We use ICT to enhance pupils' experiences, support creativity, and develop key skills in line with curriculum objectives.

ICT is used to:

- Support the design process through digital drawing tools and simple computer-aided design (CAD) software appropriate for the age group.
- Enable research and idea generation by accessing age-appropriate online content, images, and videos to inspire and inform pupils' designs.

Policy updated by L Ryan April 2025

Links to UNCRC - United Nations Convention on the Rights of a Child

Article 28 – Every child has the right to an education. Primary education must be free. Secondary education must be available for every child. Discipline in schools must respect children's dignity. Richer countries should support poorer countries in doing this.

Article 29 – Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment.

Article 31 – Every child has the right to relax, play and take part in a wide variety of cultural and artistic experiences.