

Broomhill Infant School



Design and Technology

Written: September 2002

Revised: September 2024

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Next review: September 2025

BROOMHILL INFANT SCHOOL

DESIGN AND TECHNOLOGY POLICY

There are two strands to the subject: designing and making; and cooking and nutrition.

1. Aims and objectives

1.1 The school's teaching of design and technology offers children opportunities to:

- Develop their designing, making and evaluating skills
- Develop knowledge and understanding
- Develop their capability to create high quality products through combining their designing and making skills with knowledge and understanding
- Nurture creativity and innovation through designing and making
- Explore values and attitudes to the made world and how we live and work within it
- Develop an understanding of technological processes, products and their manufacture, and their contribution to our society.

1.2 The school's teaching of Cooking and nutrition offers the children opportunities to:

- Teach children the principles of nutrition and healthy eating as part of a healthy lifestyle
- Enjoy selecting ingredients and preparing food.

2. How Design and Technology is taught at Broomhill infant School.

2.1 DT is a foundation subject in the National Curriculum. We use the Progression in the National Curriculum document as the basis for our curriculum planning in DT, but we have adapted this to our local context, building on the successful units of work already in place. We ensure that there are opportunities for children of all abilities to develop their substantive knowledge and disciplinary skills in each unit. We have carefully mapped out the curriculum over a two-year cycle, ensuring coverage and rigour.

- 2.2 The long-term plan maps the knowledge and skills covered, including linking to year 3 curriculum content. The subject leader ensures that the Programmes of Study are included in the long-term plan.
- 2.3 The key Stage 1 lead uses the long-term plan to map out a two-year teaching cycle. The KS1 lead ensures coverage and breadth, as well as allowing for revisiting key learning content to make it 'sticky'.
- 2.4 The teaching cycle is detailed into a medium-term plan for each learning challenge question. This includes carefully mapping learning objectives that are enriched by Forest School and those that would be more suited to classroom teaching. We use knowledge organisers to regularly recall and retrieve key learning.

3. Cooking and Nutrition

- 3.1 The children cover cooking and nutrition in each cycle, to revisit hand hygiene, and develop their use of tools and cooking techniques.
- 3.2 In Forest School all children will have the opportunity to cook using ingredients grown in the school garden. Each half term, the children will cook on an open fire. The Forest School practitioner will ensure that all children have regular fire practice and a risk assessment is carried out and read by all staff in Forest School.

4. Inclusion

- 4.1 At our school, we teach D&T to all children, whatever their ability and individual needs. This accords with the school's curriculum policy of providing a broad and balanced education to all children. Through our D&T teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details, see separate policies: Special Educational Needs; Disability Discrimination; Gifted and Talented Children; English as an Additional Language (EAL).
- 4.2 When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors - classroom organisation, teaching materials, teaching style, differentiation - so that we can take some additional or different action to enable the child to learn more effectively. Assessments made by teachers against the National Curriculum's end of key stage expectations allow us to

consider each child's attainment and progress in relation to the levels expected. This helps to ensure that our teaching is matched to the child's needs.

- 4.3 Intervention through monitoring and SEND Support will lead to the creation of a Support Plan for children with special educational needs. The Support Plan may include, as appropriate, specific targets relating to D&T.
- 4.4 We enable all pupils to have access to the full range of activities involved in learning D&T. Where children are to participate in using tools we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

5. Assessment for learning

- 5.1 The teacher uses a range of formative assessment tools to ensure children's retention and recall of key learning. This includes quizzes, exit passes, discussion questions and the learning journey wall.

5.1.1 For those children who are higher attainers, Blooms Higher Order Thinking Questioning provides challenge to deepen and broaden thinking.

- 5.2 At the end of each unit of work the teacher will assess retention and recall by revisiting the knowledge organiser, with key learning missing. The children are expected to complete the missing pieces.
- 5.3 Teachers use floor books and class timelines to revisit prior learning and build on the children's fluency of knowledge.
- 5.4 Where possible, links between Design and Technology and other subjects such as English, Mathematics and Computing are exploited. The delivery of D&T includes whole class teaching, focused practical tasks and group activities as appropriate.

6. Resources

- 6.1 Resources for most Design and Technology projects are stored centrally in the D&T shelves outside Yellow Base or in the central area (textiles).

7. Monitoring and review

- 7.1 The DT subject leader carries out regular curriculum impact reviews to triangulate intent, implementation and impact. Any action points are fed into the DT action plan, as well as being fed back to the teachers.

7.2 This policy will be reviewed at least every two years.