

Burlington Infant School: Design and Technology Policy

Burlington Infant School



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BURLINGTON INFANT SCHOOL



Design and Technology Policy

'Design is a funny word. Some people think design means how it looks. But of course, if you look deeper, it's really how it works.'

Steve Jobs

'Technology makes possibilities. Design makes solutions.'

John Maeda

Rationale

At Burlington Infant School we believe that Design and Technology prepares children to take part in the development of tomorrow's rapidly changing world. Creative thinking encourages children to make positive changes to their quality of life. The subject encourages children to become creative problem-solvers, both as individuals and as part of a team. It enables them to identify needs and opportunities and to respond by developing ideas and eventually making products and systems. Design and Technology helps children to become well informed future consumers and innovators.

Intent

- To develop imaginative thinking in children and to enable them to talk about what they like and dislike when designing and making.
- To enable children to talk about how things work and to draw and model their ideas.
- To encourage children to select appropriate tools and techniques for making a product, whilst following safe procedures.
- To explore attitudes towards the made world and how we live and work within it.
- To develop an understanding of technological processes, products, and their manufacture, and their contribution to our society.
- To foster enjoyment, satisfaction and purpose in designing and making.

Implementation

Design and Technology is taught as a discreet subject with strong cross curricular links. We aim to develop a wider knowledge of product design. Children will reflect on and evaluate present and past design and technology, its uses and its impacts. Our curriculum is well planned and designed to inspire children to think innovatively and inquisitively. We aim to develop technical skills along with widening their knowledge and understanding of product design. Design and Technology helps all children to become informed consumers and potential innovators. Our children learn to produce practical solutions to real problems and to a given criteria. They develop technical understanding and making skills, learn about design methods and investigate their environment and the materials around them.

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Knowledge and Understanding

At Burlington Infant School all children are encouraged to:

- Generate ideas through discussion and experimentation.
- Extend knowledge and understanding of a wide range of materials, including construction kits and reclaimed/junk materials.
- Make use of drawings and models to communicate their ideas.
- Evaluate their own work and identify strengths and weaknesses in a positive way.
- Experiment with simple components, mechanisms and structures.
- Learn about basic health and safety aspects when working with a variety of materials and tools.
- Consider risk to themselves and to others and build up a knowledge and understanding of the dangers inherent in certain products and tools.

Planning

At Burlington Infant School planning is the responsibility of the Design and Technology leader who produces Medium Term Plans in collaboration with the teachers in each year group. Day to day planning is the responsibility of each year group team and each individual class teacher. The Medium Term Plans contain suggested activities and the skills to be taught, to ensure progression and continuity throughout the school. Through careful planning, the delivery of the curriculum will allow for children of all abilities to meet their full potential.

EYFS

In Early Years, children are given the opportunity to design and be creative through Expressive Arts and Design. Through continuous provision, they are provided with a wide range of resources which they can access independently. Often the children's ideas are inspired by the topic they are currently learning about and a broad range of personal experiences and interests. From this young age they are encouraged to be independent and select their own resources and equipment in order to complete their design/product. This helps the children to grow, not only academically but also in self-esteem and feel a sense of achievement.

Key Stage 1

During Key Stage 1, the children learn how to think imaginatively and talk about what they like and dislike when designing and making. They build on their early childhood experiences of investigating objects around them. They explore how familiar things work and talk about, draw and model their ideas. They learn how to design and make safely. The children learn to design purposeful, functional and appealing products that are based on design criteria. They learn how to join materials in different ways. They make products by using a wide range of materials and develop the use of tools to cut, shape, join and finish. They evaluate products which are pre-existing, their own and their peers and suggest how they could be improved to be stronger, stiffer and more stable. They also learn to prepare simple food with an emphasis on cutting, slicing and mashing techniques. The aim for our children is to be self-motivated and confident learners, who can work independently and as part of a team.

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In both EYFS and Key Stage 1 children will:

- Develop knowledge, skills and understanding.
- Gain a knowledge and understanding of materials and components.
- Carry out practical tasks that develop a range of techniques, skills, processes and knowledge.
- Design and make using a range of materials.
- Investigate and evaluate a range of familiar products, thinking about how they work, how they are used and the views of the people who use them.
- Allow constructive conversation and language interaction between.
- Be happy, engaged, motivated and challenged within the subject.

Skills:

At Burlington Infant School children learn how to draw on developing skills and knowledge, which will include:

- Learning how to work independently and collaboratively.
- Developing, planning and communicating ideas.
- Working with tools, equipment, materials and components to make quality products.
- Evaluating processes and products.
- Developing knowledge and understanding of materials and components.
- Learning the importance of health and safety.

The role of the Design and Technology Leader:

- Ensure clear progression and continuity of learning for children in Design and Technology with a clear sequence of knowledge and skills taught from on-entry to school to exit.
- Ensure curriculum coverage and write Medium Term Plans in collaboration with the teachers in each year group.
- Monitor Design and Technology within the school e.g. through curriculum walks.
- Keep up to date with new developments and inform staff.
- Encourage other members of staff in their own Design and Technology teaching and give support where appropriate.
- Ensure that Design and Technology resources are available and appropriate to the needs of the staff.
- Ensure that Design and Technology keeps an appropriate profile within the school, through displays etc.
- Keep a monitoring portfolio for Design and Technology that will include photographs of children at work, curriculum walk reports, examples of planning and examples of children's work.
- To ensure children are well prepared, with the pre-requisite knowledge, skills and experience needed for the next stage of their education,

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Health and Safety

- Children will be given instructions on the safe use of all equipment before being allowed to work with it.
- Children should be supervised in their use of equipment at all times.
- Children should be taught to respect the equipment and to keep it stored safely while not in use.
- Children should be taught to recognise and consider hazards/risks and to take action to control these.
- Low temperature glue guns should only be used by an adult unless there is one-to-one supervision.
- Craft knives, quick cutters and rotary cutters should only be used by an adult/teacher.
- Bench hooks and clamps must be used when sawing any material. Safety goggles must be worn and any loose items of clothing/hair must be tucked in.
- A Risk Assessment is in place for using tools in the Outdoor Learning Area.

Food Hygiene

Children and staff will take care to undertake appropriate hand washing and other hygiene related activities prior to preparing food.

Disability Equality Impact Assessment

This policy has been written with reference to and in consideration of the school's Disability Equality Scheme. Assessment will include consideration of issues identified by the involvement of disabled children, staff and parents and any information the school holds on disabled children, staff and parents.