



Streetsbrook Infant & Early Years Academy



Policy for Design and Technology

Streetsbrook Infant & Early Years Academy

'Learning for Life'

At Streetsbrook, we strive to provide an equal chance for all to become responsible and caring citizens who lead happy and fulfilled lives, and are equipped with the skills and abilities to shape the world they live in.

Our Values are:

- **Self-Belief**
- **Belonging**
- **Respect**

These are embedded into our Nurturing Principles



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INTENT

EYFS

In EYFS our curriculum is built around the seven areas of learning and development outlined in the 'Early years foundation stage statutory framework'.

1. Communication and language: listening, attention and understanding; and speaking
2. Personal, social and emotional development: self-regulation, managing self, and building relationships
3. Physical development: gross motor skills and fine motor skills
4. Literacy: comprehension, word reading, and writing
5. Mathematics: number and numerical patterns
6. Understanding the world: past and present; people, culture and communities; and the natural world
7. Expressive arts and design: creating with materials; and being imaginative and expressive

Our Design and Technology curriculum is primarily delivered through the Expressive Arts and Design: Creating with Materials strand, the Physical Development: Fine motor skills strand, and the Understanding the World: The Natural World strand. Learning in the EYFS occurs in two forms, child initiated and adult directed activities. Both are an important and integral parts of each child's Design and Technology journey at Streetsbrook.

KS1

In Key Stage 1, the Design and Technology National Curriculum objectives begin to be delivered. A sequence of Design and Technology lessons drawn from the Design and Technology Association's 'Projects on a Page' is taught termly.

Children are encouraged to understand the purpose and users of products and to learn about designers, inventors and engineers who may inspire them. A focus on skills means that children have opportunities to practise and develop key designing and making processes as well as express their creative imagination through practical work. Children have opportunities to work collaboratively and individually. They are encouraged to explore a range of materials, tools, techniques and construction methods whilst developing their own ideas and interests. Children use Design and Technology scrapbooks to record their ideas, designs and evaluations to provide a clear journey of the design process.

Vocabulary Development

Vocabulary in Design and Technology is taught explicitly, and each year builds on previous years' language. Technical vocabulary is introduced when new skills are taught. Children should be able to use the vocabulary accurately and effectively to communicate their ideas, intentions, reflections and outcomes within their work and whilst critically evaluating existing products, their products and those of their peers. We aim to help children develop a wide vocabulary through a variety of means, including the following:

- Providing a language rich environment
- Clarifying and modelling new vocabulary
- Practising using the correct vocabulary orally
- Providing a variety of texts to explore new vocabulary
- Creating displays of key words linked to specific topics and subjects

Planning

Following the Streetsbrook Design and Technology Curriculum Overview for each year group, teachers deliver units of work from the Design and Technology Association's 'Projects on a Page'. Projects are carefully structured to follow the design process, including investigating and evaluating existing products, focused practical tasks, and designing, making and evaluating final products. Planning ensures children experience a range of contexts, including structures, mechanisms, textiles and food, and builds on prior learning to meet the needs of all learners. Our progression document for Design and Technology ensures curriculum coverage and progression across the school.

Parental Engagement

We encourage and welcome all parents and carers to support and assist with school events, design projects, and educational visits. Parents and carers with specialist design, technology or STEM skills are warmly invited to engage, collaborate and support the school.

Inclusion

We utilise the principles of Adaptive Teaching, as outlined in our Curriculum Policy, to ensure teaching and learning meets the needs of all children. Where required, children with SEND are supported to access the curriculum through adapted tasks or resources, additional adult support, or alternative approaches to designing and making.

In line with individual learning plans, targeted support or intervention may be required to ensure all children are able to access the curriculum in a way that is appropriate.

Health and Safety

Health and safety is maintained to a high standard at Streetsbrook to ensure children and staff are protected from harm whenever possible. This includes both their physical and mental health, ensuring we comply with the Health and Safety at Work Act 1974. As necessary, risk assessments will be conducted to ensure that all potential risks and harms have been identified and that staff understand how to respond should an unexpected risk occur.

We maintain a general membership subscription to CLEAPSS (Consortium of Local Education Authorities for the Provision of Science Services) which allows us to access specialist health and safety advice that supports practical work in science, design technology, and art and design for schools.

Remote Learning

In the case of remote learning being necessary we will provide learning opportunities through a combination of live online lessons and by facilitating access to lesson content and resources to support independent home learning.

IMPACT

Assessment, Marking and Feedback

Within Design and Technology at Streetsbrook, two main forms of assessment are used, each with a different purpose. These are:

- Day-to-day formative assessment – to inform teaching on an ongoing basis, sometimes referred to as Assessment for Learning (AfL)
- Summative assessment – to understand each child's performance at the end of a period of teaching

Marking and Feedback

Whenever possible staff provide children with 'live verbal feedback' to allow for interaction and critical dialogue. Written feedback is not made within scrapbooks. We believe that the children should be proud of their development and progress and therefore we respect their personal scrapbooks.

Please see our Assessment and Marking policy for full details.

Pupil Voice

The views of children on our Design and Technology provision are gathered at least annually through small group discussion sessions involving the Subject Leader and KS1 representatives on our Curriculum Focus groups.

Governors

We work in partnership with Governors to ensure our curriculum is inclusive and accessible and fulfils the requirements of the EYFS statutory framework and the Design and Technology national curriculum. Governors monitor statutory assessment arrangements and receive regular updates on progress and attainment in Design and Technology.

Monitoring and Review

Our Design and Technology curriculum is monitored and reviewed regularly to ensure its on-going effectiveness. This is done in several ways including:

- Monitoring and moderation
- Learning walks
- Lesson observations
- Work scrutinies
- Displays scrutinies
- Pupil voice
- Staff voice
- Attainment tracking and data analysis
- Through staff CPD opportunities
- Planning scrutinies
- Curriculum progression scrutinies

We believe that it is vital to nurture creativity and innovation through design, by exploring the designed and made world in which we all live and work. By the time a child leaves Streetsbrook at the end of Key Stage 1, they will have been given the opportunity to develop skills, knowledge and understanding of designing and making simple functional products. Children will have the confidence to talk about Design & Technology and will feel equipped to explore further.

POLICY REVIEW

All members of staff are required to familiarise themselves with this policy as part of their induction programme. The Subject Leader will review this policy every three years and will make any changes necessary, in consultation with all stakeholders.

The next scheduled review date is Summer term 2028



Claire Doyle
Subject Leader for Art & Design