



## Design & Technology Policy

### Kingmoor Nursery and Infant School

At Kingmoor Nursery and Infant School, we understand that Design and Technology allows our pupils to solve problems, think creatively and develop their ideas. Our school is committed to nurturing pupils' curiosity and creativity, as well as preparing them for living in a modern world where technology is rapidly changing and advancing.

At Kingmoor Nursery and Infant School, we believe that Design and Technology prepares children for the developing world and encourages them to become curious and creative problem-solvers, both as individuals and as part of a team.

Through the study of Design and Technology, pupils combine practical skills with an understanding of aesthetic, social and environmental issues. Design and Technology assists all children to become discerning and informed consumers and potential innovators. It provides children with a greater awareness and understanding of how everyday products are designed and made.

We plan and provide a well-balanced Design and Technology curriculum using Curriculum with Unity Schools Partnership (CUSP) *"this is built around the principles of evidence-led practice. This is to ensure that pupils are equipped to successfully think, work and communicate like a designer. Unapologetically ambitious, our curriculum focuses on excellence in this subject through a range of disciplines and by referencing outstanding practitioners in this field. The intention is that the exceptional teacher instruction inspires pupils to acquire knowledge as designers and technologists and enables them to skilfully apply their understanding"*.

#### Our aims are:

- 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 and develop their independence with this;
- to encourage children to select appropriate tools and techniques for making a product, whilst following safe procedures;
- to ensure our planning provides opportunity for enjoyment, satisfaction and purpose in designing and making;
- to use ICT resources as much as we can to assist our designing and learning.
- to foster an attitude of children taking pride in their work/evaluations

#### Inclusion:

(Our approach to the curriculum and how we are complying with our duties in the [Equality Act 2010](#) and the [Special Educational Needs and Disability Regulations 2014](#) about making the curriculum accessible for those with disabilities or special educational needs.)

The following principles inform and guide our policy and practice:

- Meeting the diverse and complex needs of each and every individual is embedded in everything that we do as a school
- It is the responsibility of KNIS to enable all children to access and make progress via the curriculum
- “Equal opportunities” is not the same as “Equal provision” and we adapt provision to ensure it meets the needs of our learners.
- We aim to provide a happy and secure environment where all members of our school community respect and value each other and themselves. We promote equality and the creation of an environment which champions respect for all.

What is good provision for a child with SEND is good for all children, i.e. an abundance of activities that allow children to learn visually, through speaking and listening and kinaesthetically, using principles of Quality First Teaching and by embedding the school Learning Powers across the curriculum. We respond to children’s diverse learning needs by being committed to removing barriers to learning and we do this by:

- Creating effective and interactive learning environments
- Using assistive technologies where appropriate
- Providing scaffolding to support children’s learning.
- Modelling activities / tasks
- Paired and collaborative work that is rich in discussion and reflection
- Use of encouragement and praise to motivate and develop self-image and esteem.
- Using multi-sensory approaches
- Using visual cues to aid understanding
- Providing visual timetables to help with establishing routines
- Pre-teaching key vocabulary to provide a ‘hook’ into teaching
- Looking at alternative methods for recording work
- Using metacognitive approaches so that children learn how they learn best and develop a range of tools to support them in approaching their work independently and confidently
- Developing motivation and concentration through a stimulating curriculum
- Using appropriate assessments to enable children to demonstrate what they can do, have learned and secure next steps in learning
- Setting targets for learning
- Teaching more able children with their own class and extending their learning through differentiated group work, extra challenges and opportunities for independent learning.
- Working closely with parents/carers to gain a thorough understanding of every child’s needs

## The Curriculum

### Early Years Foundation Stage

In EYFS, we develop children’s skills, knowledge and understanding of the world around them as an integral part of our curriculum. Planning relates to children’s current knowledge, skills and interests and links to the objectives set out in the Early Learning Goals.

Early skills include:

- asking questions about how things work;
- share their creations, explaining the process they have used;
- investigating and using a variety of construction kits, materials, tools and products;
- developing making skills;
- handling appropriate tools and construction material safely, with increasing control.

### Key Stage 1

Children are given the opportunity to develop as a designer in the following ways:

- build on prior knowledge
- revisit key concept of the unit
- develop core knowledge
- learn and use technical vocabulary
- learn and apply new skills
- reflect on what they are doing

In addition to the core knowledge required to be successful within each unit, the curriculum outlines key aspects of development when working as a designer. Each module will focus on promoting different aspects of these competencies. This will support teachers in understanding pupils' progress as designers more broadly, as well as how successfully they are acquiring the taught knowledge and skills.

Across Key Stage 1 and Early Year Foundation Stage, we plan design and technology activities so that they build upon prior learning of the children. We use CUSP in Key Stage 1, to ensure we are providing a well-balanced progression of skills throughout, whilst successfully meeting the National Curriculum objectives. We give children of all abilities the opportunity to develop their skills, knowledge and understanding and ensuring progressive challenge, breadth and depth to their design and making. The units are focused on the following areas:

- Food and Nutrition
- Mechanisms
- Understanding Materials
- Structures
- Textiles

Subjects such as English, Maths, Science and Computing are reinforced through Design and Technology by giving children the opportunity to:

- apply methods of calculation and measurement to real life situations;
- write plans, instructions, rationales and evaluations;
- articulate ideas and compare and contrast their views with others;
- discuss views and clarify design ideas;
- use a range of increasingly technical vocabulary;
- apply scientific knowledge to designs and inventions;
- use a range of resources including computer design

## Assessment

In Design and Technology, teachers assess children's progress by making observations during lessons and discussions, reviewing design journals and evaluating end products. Teachers make progress judgements against learning objectives and assess these on Tapestry. At the end of a unit, children are always given the opportunity to review their own and each other's work, focusing upon an evaluation of the finished product and how it meets the learning objective. Key assessment questions are used to ascertain the knowledge and understanding gained from each unit and if key vocabulary can be used in context and explained.

Evidence of work undertaken by children can be in the form of teacher's notes, written work in design journals alongside annotated photographs of work and as a photographic record which can be uploaded onto children's Tapestry journals.

See separate knife policy – Phunky Foods