

Cecil Gowing Infant School Design and Technology Policy



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Approved by Governors: 1.11.16
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SignedI. Stubbs Date 1.11.16
Headteacher

Signed.....Fiona Hardman Date 1.11.16
Chair of Governors

AIMS AND VALUES OF THE SCHOOL



INSPIRING IMAGINATIONS

We believe

children are active participants in their learning who:

- want to explore and learn about the world around them;
- enjoy being creative;
- are happy when they are encouraged to succeed and know that their best efforts are highly valued;
- need to feel part of a community;
- need to feel valued as individuals.

adults help children with happy successful learning when they:

- respect and value children as individuals;
- lead by example;
- work together as a team;
- nurture and guide children in a calm atmosphere;
- see themselves as learners too;
- expect children to succeed.

Our school community, of adults and children (including their parents and carers), is one in which each member is valued for his or her unique contribution to the happiness and success of us all. We believe that it is important to understand the need to respect people's cultures and customs and we do not tolerate any form of racist behaviour. In our community all the members are active learners and we expect them to achieve to the full extent of their ability.

Our Philosophy

- For children in our school to become confident independent learners
- For children to be engaged and interested in their learning and follow this up at home with their families
- For children to follow a drama based curriculum which includes Mantle of the Expert
- For children to do a variety of creative and practical activities involving the designing and making process
- For children to be taught the technical knowledge, understanding and skills required to design, make and evaluate

This is what a design and technology lesson looks like in Cecil Gowing Infant School

Throughout the school:

- Creativity is encouraged when exploring skills which have been specifically taught
- A wide range of media, disciplines and scales are explored

In a Reception Class:

- Designing and making activities can be selected in free flow play, following the children's own interests
- Specific skills are taught in small groups or to the whole class, which can then be applied in free flow play
- Children experience a range of design and technology activities as part of weekly Outdoor Learning sessions

In a Year One Class:

- Children are taught technical skills as a class and then are given the opportunity to explore these skills in their designing and making projects
- Children are encouraged to evaluate existing products and their own products, against their design criteria

In a Year Two Class:

- Children are taught technical skills as a class and then are given the opportunity to explore these skills in their designing and making projects
- Children are encouraged to evaluate existing products and their own products, against their design criteria.
- Children are encouraged to think about the intended user and how it may be changed to improve the overall use.

This is what we do

Children in Reception follow the EYFS curriculum

Children in Key Stage One follow the National Curriculum

Both these curriculums have been developed to meet the needs of the children in our school and to inspire them in their learning.

Our curriculum maps for each year group are on our school website within 'Parent Information'. These show in detail what the children are learning each half term and provide ideas for parents to support their child's learning at home.

Every adult in our school has the opportunity to strengthen and broaden their own subject knowledge.

This is how we know how well our children are doing

In Reception:

- Observations
- Learning Journeys

Key Stage One:

- Individual Foundation Books which evidence each child's progress and attainment of specific subjects
- Formative/summative assessment
- Subject leader meetings

This is how we use intervention:

We use intervention to consolidate learning, support gaps in learning and provide appropriate challenge to meet the needs of every child in our school.

This is delivered by :

- Immediate support throughout the lesson when appropriate.
- Small group intervention.
- One to one support when appropriate
- Peer to peer learning

How do we challenge the most able children?

- Deepen their understanding through questioning
- Provide opportunities for them to explore the subject at a deeper level
- Use what they know to find out what they do not know
- Strengthen their independence in learning

This is the impact of our teaching:

- Every child experiences a broad and balanced curriculum
- Every child is challenged appropriately
- Every child achieves to the best of their ability
- Every child is prepared for the next step in their journey of learning

