Filey C E Nursery & Infants Academy

'Inspiring Confident Learners, Reflecting Christian Values'
We endeavour to uphold Christian teaching to:
"Shine as lights in the world and love as Jesus loves us" (Philippians 2:15, John 13.34)
Our school is a Church of England School rooted in 'Compassion, Community and Friendship'.

Design and Technology Policy

At Filey Nursery and Infants Academy we believe that Design and Technology helps to prepare children for the developing world, and encourages them to become curious and creative problem solvers, both as individuals and as part of a team.

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
- to encourage children to select appropriate tools and techniques for making a product, whilst following safe procedures
- to foster enjoyment, satisfaction and purpose in designing and making
- to use ICT software to assist our designing and learning where applicable

Teaching and Learning

We use a variety of teaching and learning styles in Design and Technology lessons. Teachers ensure that the children apply their knowledge and understanding when developing ideas, planning, making products and evaluating them.

We do this through a mixture of whole class teaching and individual/group activities. All children's ideas are treated with respect, and reflect the Christian values of our school. Children are encouraged to critically evaluate their own work and that of others.

We teach Design and Technology to all pupils, whatever their ability, and provide learning opportunities that enable them to make progress. We do this by setting suitable learning challenges and respond to each child's needs. We strive to support individual needs and enable children to reach their full potential through appropriate challenge and questioning.

Children are encouraged to think and work independently and collaboratively evaluating, extending and improving their ideas.

The Curriculum

Children are given the opportunity to work within three main areas of development within each topic:

- investigative tasks including analysing existing products
- focused practical tasks allowing children to learn, practice and develop key skills

- design and make assignments allowing children to apply their knowledge, skills and understanding when developing their ideas and creations

In EYFS, we develop children's skills, knowledge and understanding of the world around them as an integral part of our work. 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
- investigating and using a variety of construction kits, materials, tools and products
- developing making skills
- handling appropriate tools and construction materials safely, with increasing control

Planning

Across EYFS and Key Stage 1, we plan Design and Technology activities so that they build upon the children's prior learning. We use the Design & Technology Progression Document as a guide for learning objectives across EYFS and Key Stage 1, exploring aspects of:

- Designing
- Making
- Evaluating
- Technical Knowledge
- Cooking and Nutrition

The planning is completed through a cross curricular approach ensuring that Design and Technology has a link to the topics being studied. 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 (for example, through our Enterprise initiatives)
- 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 where appropriate

Assessment

In Design and Technology, teachers assess children's progress by making observations during lessons and discussions, marking workbooks and evaluating end products. Teachers make judgements against learning objectives and staged success criteria. They use the Design and Technology progression document to ensure progression in knowledge and skills in Design and Technology.

At the end of a unit, children review their own work and each other's work, focusing upon an evaluation of the finished product and how effectively it meets the learning objective.

Due to the practical nature of Design and Technology, evidence of work undertaken by children can be in the form of teacher's notes or as a photographic record. Samples of the design process and end product are also valuable evidence.

Monitoring of curriculum coverage

Every Year Group will review the learning objectives covered half termly, to ensure effective curriculum coverage.

This policy was reviewed and amended in September 2025
To be reviewed September 2026
L Haldenby