



DESIGN AND TECHNOLOGY POLICY

Reviewed: October 2023

Next Review: October 2026



1. INTRODUCTION

- 1.1 Design and Technology, is a foundation subject in the National Curriculum. This policy outlines the purpose, nature and management of the design and technology taught and learned in our school.
- 1.2 The policy for Design and Technology reflects the consensus of opinion of the whole teaching staff and has the full agreement of the governing body.

2. NATURE

- 2.1 Design and Technology is a practical subject, which involves the children in designing and making things. Its practical nature should involve children in developing their own personal skills and knowledge of a wide range of materials and equipment.
- 2.2 D&T involves children in drawing upon the knowledge and skills from other curriculum areas, particularly from science, maths and art.
- 2.3 D&T should always be a meaningful, relevant and enjoyable activity for all children.

3. INTENT

- 3.1 Our Design and Technology curriculum intends to:
 - Inspire analysis, problem solving, practical and evaluative abilities.
 - Use a rich food technology experience which teaches about nutrition and cooking to support a healthy balanced diet.
 - Motivate children to design, improve, make and evaluate products.

4. ENTITLEMENT

- 4.1 Design and Technology capability requires pupils to combine their designing and making skills with knowledge and understanding, in order to design and make products. The key areas within the D&T curriculum are Design, Make, Evaluate and Technical Knowledge. Furthermore, there is a focus on Cooking and Nutrition where pupils should be taught how to cook, instill a love for cooking and apply the principles of nutrition and healthy eating.
- 4.2 Design and Technology will be delivered through different topics.

5. IMPLEMENTATION

- 5.1 In our school, Design and Technology will be primarily taught through topics, where skills are gradually built on during an appropriate period of time. Throughout each unit of work, children are given the opportunity to carry out Design and Technology linked to the 2014 National Curriculum. A two-year cycle has been created for KS1 and a four-year cycle has been created for KS2.



- 5.2 The method of working in Design Technology is through individual work, collaborating with another or co-operative work within a group situation. Class teaching takes place where appropriate.
- 5.3 Children will be taught in their normal class group.
- 5.4 Reception children will be introduced to designing and making through the Early Learning Goals for Expressive Arts and Design. They will also have opportunities for topic based learning.
- 5.5 Teachers medium term planning will ensure that opportunities are provided for all children to work with a range of materials and equipment, as outlined within the 2014 Design and Technology National Curriculum.
- 5.6 The work undertaken should be practical, enjoyable and relevant for all children.
- 5.7 Opportunities to link Design and Technology with work in other areas of the curriculum should be identified and used. Cross-curricular links are made wherever possible.
- 5.8 Where appropriate, ICT will be incorporated with D&T lessons.
- 5.9 All Design and Technology activities will ensure an equal interest and participation level for both boys and girls.
- 5.10 The effects of technology on the environment will be introduced and discussed when appropriate.

6. SEN

Pupils with special needs are given equal access and, where necessary, support is given in order to complete the desired skills.

7. CONTINUITY AND PROGRESSION

- 7.1 A two-year cycle has been created for KS1 and a four-year cycle has been created for KS2.
- 7.2 Planning is created by teachers for each term and are monitored by both the Head Teacher and Subject Leader.
- 7.3 The school uses the National Curriculum and termly topics for the teaching of Design and Technology.

8. ASSESSMENT

- 8.1 At the end of each unit, teachers will assess against our progression document. Assessments are recorded on a spreadsheet that will be stored centrally.



8.2 Formative assessment is used to guide the progress of individual pupils in Design Technology. It involves identifying each child's progress in each aspect of the subject, determining what each child has learnt and what, therefore, should be the next stage in his/her learning. Formative assessment is mostly carried out informally by teachers in the course of their teaching. Suitable tasks for assessment include:

- Small group discussions perhaps in the context of a practical task
- Individual discussions in which children are encouraged to appraise their own work and progress.

8.3 Monitoring the standards of the children's work and the quality of teaching in D&T is the responsibility of the D&T Subject Leader. The work of the Subject Leader also involves supporting colleagues in the teaching of D&T, being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school. The Subject Leader gives the Head Teacher an annual summary report in which s/he evaluates the strengths and weaknesses in the subject, and indicates areas for further improvement. The leader has specially-allocated regular management time in order to enable him/her to review samples of the children's work and undertake lesson observations of D&T teaching across the school.

9. Resources

9.1 Resources are readily available in the main store cupboard and classrooms. They are made available on display in the classroom in order that the children make their own choices when D&T is being addressed.

9.2 Safety

- An adult must supervise activities involving the use of cookers, sharp tools and cutting tools.
- Rounded scissors will be used throughout school.

9.3 Children are encouraged at all times to respect and care for their working environments, selecting, using, storing and returning their own materials and equipment tidily, safely and with regard to economy in use.