

Design and Technology Policy



Date of Amendment: March 2025

Review Date: March 2028

Design & Technology Policy

Intent Statement

Using creativity, imagination and critical thinking, children will be able to: design, make, test and evaluate products that address relevant problems for real-life purposes. This in turn develops and nurtures a growth mind-set, allowing pupils to cope with setbacks and understand that making and learning from mistakes is a positive and vital aspect of the learning process.

Our ultimate aim is for our pupils to become life-long learners who are well prepared to face the challenges of secondary school and adult life.

The National Curriculum states that Design and Technology enables pupils to 'Learn how to take risks, becoming more resourceful, innovative, enterprising and capable citizens'

Through our curriculum, based upon a progression of skills and in line with the National Curriculum, pupils should be taught:

EYFS

- to be able to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
- to be able to share their creations and be able to explain the process they have used

Key Stage1 & Key Stage 2

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook.

Implementation and Impact

At St. Thomas of Canterbury Church of England Primary School we operate a two-year timetable within the Lower School [Years 3 and 4], and within the Upper School [Years 5 and 6]. The equivalent of 45 minutes per week is allocated to design and technology, but this is blocked into units of 1½ hours per week. This can be taught as a complete half term but it can be split into blocks to allow flexibility within the topic but will cover the same amount of time. The Design & Technology work is usually related to the units of work from the geography, history or science schemes. Pupils are taught in mixed ability classes with adaption and differentiation, including extension and support.

Teaching and Learning

The EYFS, Key Stage One and Key Stage Two programmes of study is planned and implemented to ensure that all children of all abilities progress towards the knowledge, skills and understanding that pupils are expected to have by the end of their respective key stage.

Pupils are taught as a whole class and in small groups. Progression is built into the schemes and many units build upon skills acquired in earlier work. Lesson objectives are skills-based to ensure this progression. As Year 1 & 2, 3&4 and 5&6 are grouped together, it is important that the level of skill should be higher in Years 2, 4 & 6 so that progression is maintained. This, in part, is done through the 'challenges' structure.

Each lesson should be structured to have clear objectives and steps to success, which are shared and reviewed with the pupils. Often, the lesson will include mini-plenaries, which will help assess teaching and learning, inform future planning and encourage the pupils to reflect on or share what they have learnt; staff and children alike have opportunities to evaluate the impact of Design & Technology lessons. Work is usually displayed or used as part of a project. Work may be taken home.

Special Educational Needs, Equal Opportunities and Differentiation

Design & Technology offers opportunities for every pupil regardless of gender, cultural, intellectual or social differences. We are aware that every pupil has an entitlement to the Design & Technology curriculum which:

- has high expectations of all individuals
- develops positive attitudes through praise, help and encouragement to overcome difficulty
- encourages the involvement of everybody in shaping the learning environment
- takes account of the fact that individuals tackle different tasks at different speeds
- ensures that within programmes of study and quality first teaching, opportunities exist for access at a number of different levels to cater for learners' individual strengths and abilities (Challenges 1, 2 & 3)
- ensures that learning support is available when required and for those with EHCP provision
- set tasks, which are relevant to the interests, needs and experiences of the learner, allowing for a variety of approaches

Design & Technology activities are planned on the understanding that children of similar age will vary greatly in ability and understanding. Lessons are adapted and differentiated for children who have difficulty with certain tools or processes.

There are many ways in which the work could be adapted and differentiated to meet needs. For example:

- Varying input
- Changing content or task
- Availability of resources
- Grouping pupils
- Support from Learning Support Assistants (where applicable), the classteacher or other adults
- Response/outcome

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"Let all that you do be done in love" 1 Corinthians 16:14

Disability Equality Scheme

At St Thomas of Canterbury Church of England Primary School, we recognise our duties and responsibilities under the Disability Discrimination Act as outlined in our Disability Equality Scheme and Action Plan. (December 2007)

It is our aim that through specific and accurate planning, resource allocation, differentiated teaching and use of adult intervention and support (where necessary), that every child, irrespective of disability, will have full access to the curriculum and feel and be enabled to participate actively in developing to their full potential their skills, knowledge and understanding. We will ensure that all 'reasonable adjustments' are made to help both children and adults with identified special needs and disabilities to participate in the Design & Technology curriculum.

Learning across the Curriculum

Key Skills

As well as making its own distinctive impact to the primary curriculum, Design & Technology contributes to other subject areas. Explicit links are made through the schemes of work to other subject areas; similarly, other schemes of work make links regarding how Design & Technology is used. The weekly planning meetings offer staff opportunities to discuss such cross-curricular links and the ongoing implementation and impact of Design & Technology teaching.

Assessment, Recording and Reporting

Assessment will be ongoing and will include observation, questioning and peer- and teacher- feedback. Lessons at the end of each unit can be set aside to assess the children's skill progression against the key skills taught in a unit of work. Assessment will be in line with the whole school assessment policy. Evidence of coverage, standards and overall impact will be collected and retained by the Design & Technology Curriculum Subject Leader. Curriculum coverage and individual attainment will be reported to parents/carers, colleagues and schools in the next phase. Alongside teacher assessments, children should also take an active role in evaluating their own learning and progression.

Health and Safety

All staff are responsible for:

- Complying with the school's Health and Safety policy
- Taking reasonable care of their own health and safety and those of others affected by their acts or omissions.
- Co-operating with their management in complying with relevant statutory provisions.
- Using all work equipment and substances in accordance with the instruction and training received, especially when preparing food (using sharp knives).
- Not intentionally misusing anything provided in the interests of health, safety and welfare.

Following all prescribed safe working practices, and not working while unfit to do so.

- Reporting to their line manager or Headteacher any health and safety problem they cannot deal with

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themselves, or any shortcoming they find in the health, safety and welfare arrangements.

- Ensuring behaviour is appropriate in the kitchen/baking room.
- Ensuring children know how to use appliances safely in the kitchen/baking room.

All children will be responsible for:

- Complying with school rules and procedures
- Taking reasonable care of themselves and others.
- Co-operating with their teachers and other school staff.
- Using equipment and substances in the manner in which they are instructed
- Not misusing anything provided for the purposes of health and safety.

Teachers will teach the safe use of tools and equipment in accordance with health and safety requirements. They will be responsible for storage of tools and materials. Children will be taught to recognise hazards in a range of products, activities and environments and take action to control the risks to themselves and others. Teachers are ultimately responsible for safety within their classroom.

Food Hygiene and Safety – Food will be bought and used on the day it is needed. Staff will ensure that all surfaces, cooker etc. are clean. Everyone working with food will have washed their hands before and will wear aprons. Letters will be sent home to ascertain possible food intolerances/allergies prior to lessons. It is the responsibility of the teacher to ensure the resources and room are returned to a high standard of cleanliness and safety.

Display

Display is an important means of achieving quality in work. It can reinforce the need for products to be aesthetically pleasing as well as purposeful. It is also a means of promoting communication of thoughts, ideas and designs, and promoting a sense of achievement. Pupils' work may be displayed before completion and it may consist of drawn or modelled designs, annotations and evaluations as well as final products. Displaying work that conveys the process of designing is especially valuable.

The Role of the Curriculum Subject Leaders

The Curriculum Subject Leader co-ordinates the monitoring of the teaching and learning of Design & Technology within the school. Evidence used to inform such evaluations includes:

- teachers' plans;
- lesson observations – include formal observations and informal drop-ins;
- interviews with children and staff;
- sampling of work;
- teacher assessments;
- discussion with individual staff (with assistance as needed).

The Curriculum Subject Leader controls the budget for resourcing Design & Technology. The amount allocated is decided on a yearly basis and is dependent on the priorities in the School Development Plan.

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Review

The policy will be reviewed at least every 3 years, or as new guidance becomes available to schools from the Local Authority (LA) or Department for Education (DfE).

Policy reviewed: March 2025

Next policy review date: March 2028