

**Colham —
— Manor**
Primary School
Aspire, Achieve, Thrive

Design and Technology (D&T) Policy

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Statement of intent

Our school understands that D&T allows pupils to solve problems, think creatively and develop ideas. D&T offers pupils a chance to use creative thinking and activity within a defined purpose and tangible outcome. The 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.

In teaching D&T, we aim to help pupils:

- Develop their design and making skills.
- Develop their knowledge and understanding of design and technologies.
- Use a wide range of tools and materials.
- Learn about working safely and protective measures.
- Work individually and collaborate with other pupils in a variety of contexts.
- Develop the capability to create products of a high standard through skills and understanding.
- Evaluate products, made by themselves, their peer groups and companies.
- Explore the man-made world and encourage discussion of how we live and work within it.
- Develop an interest in and understanding of technological processes and the role of manufacturing in society.
- Learn the principles of nutrition, healthy eating and how to cook.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2013) 'Design and technology programmes of study: key stages 1 and 2'
- The School Admissions (Infant Class Sizes) Regulations 2012

This policy operates in conjunction with the following school policies:

- Health and Safety Policy
- First Aid Policy
- Curriculum Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Positive Relationships Behaviour and Attitudes Policy

2. Roles and responsibilities

The headteacher will be responsible for:

- Monitoring the teaching of D&T throughout the school.
- How D&T should support, enrich and extend the curriculum.
- The provision and allocation of resources.
- The ways in which D&T can benefit the aims and objectives of the school.
- Overseeing the review of this policy in conjunction with the D&T subject leader.

The D&T subject leader be responsible for:

- Implementing this policy across the school.
- Maintaining resources and advising staff on the use of materials.
- Assisting the headteacher in deciding on the allocation of resources.
- Supporting teaching staff, advising and offering to share their expertise and experience.
- Leading staff training on new initiatives.
- Helping staff to plan future lessons and assessments and advising teachers on teaching methods they may wish to explore.
- Encouraging staff and pupils to be creative.
- Assisting the headteacher in reviewing this policy.
- Monitoring the progression of teaching and learning.

Classroom teachers will:

- Plan and deliver interesting and engaging lessons that adhere to the national curriculum.
- Provide equality of opportunity through their teaching approaches and methods.
- Ensure pupils' development of skills and knowledge progresses through their learning and understanding of D&T.
- Maintain an enthusiastic approach to D&T.

3. National curriculum

In EYFS, our planning is based on the statutory framework, focusing on developing children's ability to create with a range of tools and materials. In Key Stage 1 and 2 our DT provision is part of our "Learning Means the World" thematic curriculum, mapped and planned effectively through a rolling cycle. The coverage of the national curriculum objectives through our learning means the world (LMTW) scheme of work are as follows:

4. EYFS (Nursery/Reception)

Expressive Art & Design

ELG - Creating with Materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.

5. Design Technology Key Stage 1

Design Technology National Curriculum Objectives (KS1)		Where are they taught?
Pupils should be taught to...		
Design	design purposeful, functional, appealing products for themselves and other users based on design criteria	Come Fly With Me! Arctic Circle Light Up the World Inter-Nation Media Station Happily Ever After Zero to Hero Land Ahoy!
	generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology	Come Fly With Me! Arctic Circle Light Up the World Happily Ever After Zero to Hero Land Ahoy!
Make	select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing)	Come Fly With Me! Arctic Circle Light Up the World Inter-Nation Media Station Going Wild Happily Ever After Unity in the Community Land Ahoy!
	select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics	Inter-Nation Media Station Going Wild Happily Ever After Zero to Hero Land Ahoy!
Evaluate	understand the importance of exploring and evaluating a range of existing products	Happily Ever After Land Ahoy!
	evaluate their ideas and products against design criteria	Happily Ever After Land Ahoy!

Technical Knowledge	build structures, exploring how they can be made stronger, stiffer and more stable	Unity in the Community
	explore and use mechanisms (for example, levers, sliders, wheels and axles), in their products	Come Fly With Me! Arctic Circle Light Up the World
Cooking and Nutrition	use the basic principles of a healthy and varied diet to prepare dishes	KS1 3D PSHE C1 U1 L2-3
	understand where food comes from	KS1 3D PSHE C1 U1 L1-2

6. Design Technology Key Stage 2

Design Technology National Curriculum Objectives (KS2)		Where are they taught? (LKS2)	Where are they taught? (UKS2)
Pupils should be taught to...			
Design	use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups	Lightning Speed Under the Canopy 'That's All, Folks!'	You're Not Invited Mission Control Global Warning
	generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design	Lightning Speed Under the Canopy 'That's All, Folks!' Picture Our Planet	You're Not Invited Mission Control "I Have a Dream..." Global Warning
Make	select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing) accurately	Lightning Speed Under the Canopy Athens v Sparta Come Fly With Me! Africa Picture Our Planet	You're Not Invited Mission Control Come Fly With Me! America A World of Bright Ideas
	select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities	Lightning Speed Under the Canopy Come Fly With Me! Africa Picture Our Planet	You're Not Invited Mission Control "I Have a Dream..." Global Warning

7. Equal opportunities

The school will remain an inclusive school that ensures all pupils are provided with equal learning opportunities, regardless of their characteristics or backgrounds and that reasonable adjustments are made where necessary to enable all pupils to participate in the D&T curriculum.

Teachers will adapt how they deliver the D&T curriculum based on the needs of pupils.

In order to ensure pupils with SEND achieve to the best of their ability, teachers will adapt targets and the delivery of the curriculum for these pupils.

The D&T curriculum will be delivered in liaison with the SENDCO to ensure that the specific needs of pupils with SEND are met, and reasonable adjustments are made as required.

The planning and organising of teaching strategies for each subject will be consistently reviewed to ensure that no pupil is at a disadvantage.

The school will maximise the use and benefits of D&T as one of many resources to enable all pupils to achieve their full potential.

8. Links to other parts of the curriculum

English

D&T offers the opportunity to reinforce what pupils have been learning during English lessons. Discussion, drama and role-play are important methods that the school employs to help pupils develop an understanding of people's different views and opinions of D&T and society.

Evaluating products requires pupils to articulate and formulate their ideas to compare their views with other pupils'; through discussion, pupils will learn to justify their own views and clarify their design ideas.

Maths

D&T will assist pupils in learning about shape and size and will make use of what they have already learned in maths lessons. Pupils will carry out investigations – by doing this, they will learn to read and interpret scales, collect and present data, as well as draw their own conclusions.

PSHE and RSE

D&T lessons will be used to teach pupils how to discuss their own work and the work of others; in addition, pupils will be taught about health and hygiene, including diets, and how to prevent disease from spreading when working with food.

Spiritual, moral, social and cultural (SMSC) development

Teaching D&T offers opportunities to support the social development of pupils through the way they are expected to work with each other in lessons. D&T helps pupils to develop a

respect for other pupils' abilities. Working in groups encourages collaboration and gives pupils the opportunity to learn from each other and share ideas and feelings.

ICT

ICT enhances the teaching of D&T and provides pupils with additional equipment, extending the possibilities for developing, sharing and recording their work.

Utilising ICT also benefits pupils by helping them collect information and present their designs and ideas through a range of design and presentation software.

9. Health, safety and hygiene

In order to maximise their learning experience, pupils will be allowed full access to a wide range of materials in D&T lessons; however, health and safety concerns are inherent with D&T, including storing materials and tools, and the use of equipment.

PPE such as gloves, head protection, eye protection and hearing protection will be made available to all pupils and teachers where necessary.

The risks of each task will be assessed by the classroom teacher and D&T subject leader before lessons and relevant PPE will be compulsory based on their decisions.

All tools and equipment, such as glue guns, will be visually inspected before use by the class teacher and subject to regular testing by the D&T subject leader. It is also the duty of staff to recognise and assess the hazards and risks associated when working with food and other materials.

Pupils will be supervised at all times during D&T lessons. In order to maintain safe supervision.

All pupils will be taught how to use all equipment properly by the classroom teacher before doing so; similarly, pupils will also be fully briefed on the importance of how to correctly use equipment and tools. Pupils will be managed in accordance with the Behaviour Policy

Pupils will only be allowed to use a lower temperature glue gun under one-to-one supervision – an adult must use the glue gun at all other times. Glue guns will be considered alongside all viable alternatives such as adhesive tapes, blue tack and other fasteners, to ensure the most suitable materials are used for each project.

Perishable food will be stored sensibly and refrigerated if necessary. Care must be taken by teachers and teaching assistants to ensure food is not used after the given sell by date

A fire safety blanket will be kept next to the cooker at all times.

If any cooking or food preparation is taking place in the classroom, all surfaces will be cleaned before and after use.

Volunteers will be supervised when working with groups of pupils.

Teachers and TAs will oversee that all cupboards, table tops and cookers are clean and in working order.

Correspondence will be sent to parents prior to cooking lessons beginning to ensure pupils' allergies are taken into account.

10. Teaching

In EYFS, our planning is based on the statutory framework, focusing on developing children's ability to create with a range of tools and materials. In Key Stage 1 and 2 our DT provision is part of our "Learning Means the World" thematic curriculum, mapped and planned effectively through a rolling cycle. The main aim of these lessons will be to develop pupils' knowledge, skills and understanding. Teachers will ensure pupils apply their knowledge and understanding when developing ideas, planning and making products, and then evaluating them.

The school will utilise a mixture of whole-class teaching, group work, and individual activities. Pupils will be given the opportunity to work on their own and collaborate with others, listening to their classmates' ideas and treating them with respect.

Principles for effective teaching will include:

- Setting tasks in the context of pupils' prior knowledge.
- Promoting active learning.
- Inspiring, exciting and motivating pupils to know more.

Strategies for effective teaching will include:

- Ensuring the teaching methods used suit the purpose and needs of pupils.
- Providing a meaningful context and clear purpose when assigning tasks.
- Investigating, disassembly and evaluative activities.
- Using focussed practical tasks to help pupils make and evaluate products.
- Ensuring tasks are built on skills and understanding.

11. Assessment

Teachers assess children's work in D&T through formative assessments as they observe students during lessons.

Throughout the lessons, teachers should follow the verbal feedback section of the marking policy. On completion of a piece of work, the teacher will view and assess it, highlighting next steps for improvement as necessary (this may be written or verbal – see marking and feedback policy). The final work will not always be a hard copy, it may be on Google Classroom, Seesaw or in the form of a practical activity.

Staff are encouraged to use the Dimensions assessment wheels at the end of a thematic unit to support their planning further.

The monitoring of the standards of the children's work and of the quality of teaching in computing is the responsibility of the D&T subject leader. The subject leader is also responsible for supporting colleagues in the teaching of computing, for keeping informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school.

Regular monitoring of the standards of pupils' work and the quality of teaching and learning will take place through: monitoring and evaluation of pupil's work, lesson observations, monitoring of planning.

12. Resources and equipment

The school has a selection of centrally stored materials, tools and equipment to ensure that all pupils have access to the necessary resources. The D&T budget will cover the cost of materials and replacement tools. Teachers will be required to maintain the tools and equipment in their room.

Pupils may occasionally be asked to bring materials from home if they can; however, to allow all pupils the same opportunities, pupils that are unable to do this will be provided for.

Food technology resources will be kept in the school canteen.

Additional learning resources, such as books and videos, will be kept in the resource room.

At the start of every school year, the D&T subject leader and headteacher will assess the school's D&T tools and materials to ensure there is sufficient equipment for pupils, allowing funds to be allocated where necessary.

4. Monitoring and review

This policy will be reviewed every two years by the D&T subject leader and the headteacher.

Any changes made to this policy will be communicated to all members of staff.

All members of staff directly involved with the teaching of D&T will be required to familiarise themselves with this policy.

The scheduled review date for this policy is **July 2025**.