



Design and Technology Policy

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Design and Technology Policy

DEFINITION

Design and Technology is a subject where children's capability in designing and making is developed through combining their skills with knowledge and understanding. At Alexandra Infants' we view Design and Technology as a subject which allows children to apply their knowledge and understanding in a creative way to design, make and evaluate products as well as develop their technical knowledge.

"Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation"

(National Curriculum Document 2014)

AIMS

The national curriculum for Design and Technology aims to ensure that all pupils:

- 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

TEACHING OBJECTIVES

EYFS

Pupils should have the opportunity to:

- explore and use media and materials (ELG16)
- safely explore a variety of materials, tools and techniques; experimenting with colour, design, texture, form and function (ELG16)
- use what is learnt in original ways, thinking about uses and purposes (ELG17)

Key stage 1

When designing and making, 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
 - Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
- **Make**
 - Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
 - 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
- **Evaluate**
 - Investigate and analyse a range of existing products
 - Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
 - Understand how key events and individuals in design and technology have helped shape the world
- **Technical knowledge**
 - Construction**
 - Apply their understanding of how to strengthen, stiffen and reinforce more complex structures
 - Mechanisms**
 - Understand and use mechanical systems in their products [for example, levers, sliders, axels and wheels].
 - Cooking and Nutrition**
 - Use the basic principles of a healthy and varied diet to prepare dishes
 - Understand where food comes from.
 - Textiles**
 - Measure, cut and join textiles; and explain why they have been used.
 - Use of Materials**
 - Measure and join materials, as well as understanding how to make them stronger.

Key stage 2

When designing and making, 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
 - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
- **Make**
 - select from and use a wider range of tools and equipment to perform practical tasks accurately
 - 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
- **Evaluate**
 - investigate and analyse a range of existing products

- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world
- **Technological Knowledge**
 - apply their understanding of how to strengthen, stiffen and reinforce more complex structures
 - understand and use mechanical systems in their products
 - understand and use electrical systems in their products
 - apply their understanding of computing to programme, monitor and control their products.
- **Cooking & Nutrition**
 - understand and apply the principles of a healthy and varied diet
 - cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet
 - become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]
 - understand the source, seasonality and characteristics of a broad range of ingredients

RESOURCES

Resources are stored in the D&T cupboard at Alexandra Infants and in the Seddon Block in storage boxes outside within the Art Room at Alexandra Juniors. These are regularly checked and organised by the D&T leader and deputy. Teachers, or responsible children, must return resources to the location they found them after use, and also inform the D&T leader or deputy when items need replacing.

CREATIVE CURRICULUM OVERVIEWS

Separate overviews for the delivery of design and technology are available on the school websites. These detail the topics through which the curriculum content, knowledge and skills are delivered.

PLANNING

Teachers from Foundation Stage to Year 6 plan to ensure full coverage of the skills relating to the design and technology curriculum for that year group throughout the year.

EYFS

Skills, techniques and processes should be taught discretely as and where appropriate, to prepare children in developing these in Key Stage 1. These should include – investigating, skills-based work and focused practical tasks. There are many opportunities for linking a particular skill with a theme and/or text, and this should be utilised to enable children to meet the Early Learning Goals. A scheme of work and long term overview is in place to provide teachers with an overview from which they are able to plan in both the medium and short term.

KS1 and KS2

Design and Technology lessons should be planned with the view to enable children to use the design, make, and evaluate process. This provides children with the opportunity to develop as designers as well as evaluators of their own work. A scheme of work and long term overview is in place to provide teachers with an overview from which they are able to plan in both the medium and short term. This will also provide teachers with ample time to place any orders of specific materials and/or resources required through the Design and Technology subject leader.

The particular skills to be taught will be taken from the National Curriculum, and the curriculum overview provided by the subject lead will ensure clear progression over time.

RECORD KEEPING

- Assessment records are kept of individual pupils who are working below or above ARE.
- In the floor books, staff note reasons for pupils that exceed or struggle to meet the required level of attainment.

ASSESSMENT AND REPORTING

As in all other areas of the curriculum, assessment is an integral part of the teaching process. Class teachers should keep records of work carried out by pupils in the class floor books, as well as levels of achievement of the work in the form of measurable success criteria. Photographs and videos are also a useful tool to keep as a reminder of pupil achievements, particularly in the form of pupil evaluation.

Formative assessment is used to guide the progress of individual pupils in Design and Technology. It involves identifying each pupil's progress in each aspect of the curriculum, determining what each pupil has learned and therefore what the next step in their learning should be. Formative assessment is ongoing and carried out informally by the teachers in the course of their teaching as well as through the highlighting of a success criteria for every child at the end of each lesson.

As for the recording of summative assessment, the Design and Technology assessment tool developed by the subject leader should be used at the end of a taught unit and will identify the children that are working below, working at and working above age related expectations.

MONITORING

Teaching and Learning in design and technology is monitored regularly by the subject leader. This includes the following:

- Medium term plans are reviewed and annotated prior to being used in order to support teachers planning and ensure learning opportunities are maximised
- Floor books are scrutinised to ensure curriculum coverage is being followed and consistency across cohorts is visible
- Pupil voice gives the pupils the opportunity to discuss and demonstrate their learning

INCLUSION

Inclusion statement for subject policies

The starting points for educating all pupils are the same: an acceptance of diversity, pupils' rights, and the knowledge that all pupils can learn if they receive good teaching. All pupils have a right to effective teaching and full participation in the community of a school as set out in international agreements (the UN Convention on the Rights of the Child, 1989) and education law in England (the Equality Act, 2010 and the Children and Families Act, 2014).

At Alexandra Infants' and Junior School it is our belief that all children have an equal right to a broad and balanced curriculum, which enables them to meet their full potential. Through our teaching we provide learning opportunities that are ambitious for all and enable all pupils to make good progress. Teachers set high expectations for all pupils in Design and Technology. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with special educational needs (SEN)
- Pupils with English as an additional language (EAL)

(For further details, see separate policies)

Teachers will plan lessons so pupils with SEN and/or disabilities can study design and technology, and ensure that barriers to learning are reduced through adaptations as part of high-quality teaching. Teachers will also take account of the needs of pupils whose first language is not English providing pictures to illustrate vocabulary. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in design and technology.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

As a school we strive to ensure that all children, staff and members of our school community are treated fairly and equally. All children have equal rights to access all areas of the curriculum, regardless of race, gender, religious beliefs, sexual orientation and disability. Within this subject area, the Senior Leadership Team (SLT) and all staff endeavour to provide the appropriate provision for this to occur. This policy follows the guidelines and practices that are stated and outlined in Alexandra Infants' and Junior Schools Equality Scheme. Please see this policy for further detail.

EQUAL OPPORTUNITIES

Our Design and Technology curriculum is designed to excite, inspire and engage young children in positive and inclusive learning opportunities. We believe that children should be actively engaged in authentic and exciting lessons where they are able to take ownership of their learning. By giving the children opportunities to design, make and evaluate their own products, we aim to develop confident, competent learners. We embrace connections to other areas of the curriculum in order to provide context and real life opportunities for the children. This enables them to see the value of Design and Technology across the curriculum, as well as in its own right. The curriculum area also promotes language development and offers lots of speaking and listening opportunities for the children when talking about their products.

HEALTH AND SAFETY

Pupils are encouraged to work **safely at all times** for the benefit of themselves and other pupils. Staff are aware of the necessary precautions to be taken in all lessons and the use and safe storage of equipment. They are also aware of teachers' duty of care/pupil health and safety. If in doubt teachers should refer to the CLEAPPS website, or discuss with the DT lead.

PARENTAL INVOLVEMENT

As with all other areas learning, we utilise the support of parents and carers to help us to maximise the development of each pupil's potential. This includes parental support with any research or homework projects which may be set. We may also invite parents or visitors to come in to support with the learning in school, either in sharing a particular skill or providing additional adult support.

Updated April 2025 (KS1 and KS2 Design and Technology Subject Coordinators)

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