



## Design Technology Policy 2025

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### Abbreviations within the document:

|             |                                                 |
|-------------|-------------------------------------------------|
| <b>DT</b>   | Design Technology                               |
| <b>SATs</b> | Standard Assessment Test                        |
| <b>PSHE</b> | Personal, Social, Health and Economic Education |
| <b>KS1</b>  | Key Stage 1                                     |
| <b>KS2</b>  | Key Stage 2                                     |
| <b>EYFS</b> | Early Years Foundation Stage                    |

### Introduction

Design and Technology prepares children to deal with tomorrow's rapidly changing world. It can be found in many of the objects children use each day and is a part of our children's immediate experiences. At Sandal Magna, we encourage our children to use their creativity and imagination, to design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. The subject encourages children to become autonomous and creative problem-solvers, both as individuals and as part of a team. Our Design and Technology curriculum combines vocabulary, skills, knowledge, and concepts to enable children to tackle real problems. As pupils progress through school they are encouraged to reflect on and evaluate present and past design and technology, its uses and its impacts. We aim to, wherever possible, link work to other disciplines such as mathematics, science, computing and art, to ensure children experience a broad and balanced curriculum. Our cross-curricular links enable unique talents to be embraced whilst promoting diversity and equality.

### Our Aims

- 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 explore attitudes towards the made world and how we live and work within it;
- to develop an understanding of technological processes, products, and their manufacture, and their contribution to our society;
- to foster enjoyment, satisfaction and purpose in designing and making.

### Teaching and Learning

Using Kapow, the subject leader created a design and technology curriculum that meets the needs of the pupils at Sandal Magna. Teachers use a variety of teaching and learning styles in design and technology lessons. The principal aim is to develop children's knowledge, skills and vocabulary in design and technology. Teachers ensure that the children apply their knowledge and understanding when developing ideas, planning and making

products, and evaluating them. Within lessons we give the children the opportunity to work on their own and to collaborate with others, listening to other children's ideas and treating these with respect. Children critically evaluate existing products, their own work and that of others. They have the opportunity to use a wide range of materials and resources, including computing.

In all classes, there are children of differing ability. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

## Cross-Curricular Links

### Personal, social and health education (PSHE) and citizenship:

Design and technology contributes to the teaching of personal, social and health education and citizenship. We encourage the children to develop a sense of responsibility in following safe procedures when making things. They also learn about health and healthy diets. Their work encourages them to be responsible and to set targets to meet deadlines, and they also learn through their understanding of personal hygiene, how to prevent disease from spreading when working with food.

### Spiritual, moral, social and cultural development:

The teaching of design and technology offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Our groupings allow children to work together, and give them the chance to discuss their ideas and feelings about their own work and the work of others. Through their collaborative and cooperative work across a range of activities and experiences in design and technology, the children develop respect for the abilities of other children and a better understanding of themselves. They also develop a respect for the environment, for their own health and safety and for that of others. They develop their cultural awareness and understanding, and they learn to appreciate the value of differences and similarities.

## Maths

Many of the Design and Technology units provide the opportunity to use their mathematical skills in real-life situations and contexts. The main areas of mathematics covered in these units are: -

- real-life problems
- shape, space and measure
- handling data

## English

The children explain their designs orally or on paper and later, the evaluation of their products require children to articulate their ideas and to compare and contrast their views with those of other people. Through discussion children learn to justify their own views and clarify their design ideas.

Science, Computing and Art and Design are other cross-curricular links made within Design Technology lessons.

## Assessment and Recording

Teachers use Kapow to assess what the children know before a unit and at the end through quizzes. Teachers assess children's work in design and technology by making assessments as they observe them working during lessons. They record the progress that children make by assessing the children's work against the learning objectives for their lessons. Children are given a DT book and this follows them throughout the course of their school life.

The Design and Technology subject leader keeps evidence of the selection of children's work at different ability levels, in a portfolio. This demonstrates what the expected level of achievement is in Design and Technology throughout each year in the school.

## Health and Safety

The safety of the children is the responsibility of the class teacher. The children are made aware of the safe use and correct procedure involved when using tools and equipment in a learning environment and how to follow proper procedures for food safety and hygiene. The children are made aware of the need to be careful and to understand that their actions can affect others.

All staff, including helpers, are made aware of food safety procedures when working with food to minimise any risks. The children wear protective clothing when necessary. A list of children with specific allergies is available from the office. All staff are familiar with this and avoid using foods which might cause an adverse reaction. All staff should also be sensitive to any cultural food taboos of children within their class.

## Equal Opportunities

All pupils should have equal access to the design and technology curriculum irrespective of race, gender or ability. Examples of technology from other cultures can be a rich resource in the curriculum. Pupils with special needs should be considered when planning units of work and opportunities for differentiation should be considered for both more able and less able pupils.

## Role of the Subject Leader

The subject leader will:

- Develop and review the DT policy.
- Monitor the teaching and learning of DT throughout the school.
- Talk to pupils about their experiences in their DT sessions.
- Manage and organise resources to support staff to deliver a creative curriculum.
- Keep up to date with new developments in DT and inform and train staff where appropriate.

## The Early Years Foundation Stage

We encourage the development of skills; knowledge and vocabulary that help EYFS children make sense of their world as an integral part of their school experience. The EYFS pupils will experience DT through the 'Expressive

Arts and Design' section of the development matters. This learning forms the foundations for later work in design and technology. These early experiences include asking questions about how things work, investigating and using a variety of construction kits, materials, tools and products, developing making skills and handling appropriate tools and construction materials safely and with increasing control. We provide a range of experiences within Foundation Stage that explore creativity, curiosity, observation, problem solving and discussion.

