



# DESIGN TECHNOLOGY POLICY

September 2024

*Imagine, Believe, Achieve*

***"Let us run the race before us and never give up"***  
***Hebrews 12:1***

## **Rationale**

This policy provides the rationale for teaching Design & Technology at Matlock Bath Holy Trinity CofE Primary School. This policy will also establish clear expectations for teachers of this subject. Through this policy, a cohesive curriculum for Design & Technology can be followed throughout each key stage. This policy will also help to promote parents' and carers' understanding of the curriculum.

We will ensure that the children are provided with regular opportunities to participate in Design & Technology, as we believe that this subject allows pupils to solve problems, think creatively and develop ideas. This subject offers pupils a chance to use creative thinking and activity within a defined purpose which will have a tangible outcome. Our 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. At Matlock Bath Holy Trinity CofE Primary, the Design & Technology curriculum is designed to give pupils opportunities to develop skills in designing and making food products, textiles products, structures and mechanisms which at times will incorporate using electrical components. This is an ideal springboard for the development of collaborative working and encourages evaluations of the pupils' own ideas and products.

## **1. Statement of intent**

Through our Design Technology curriculum, we will strive to:

- Teach design and technology as an inspiring and practical subject.
- Work with a variety of materials and through the new skills they learn, so children get to design, make and evaluate a range of products.
- Provide opportunities for children to work individually or as a team to design and create things in a variety of different ways.
- Enable and inspire children to become innovators.
- Teach a varied and balanced design and technology curriculum, progress skills and extend knowledge and vocabulary each year.
- Support our children in developing a critical understanding of design and technology and its impact on daily life and the wider world.
- Promote cooking skills and children's enjoyment of this, whilst educating the importance of a balanced and varied diet.
- Make cross curricular links with design technology to other subjects where this is possible to make the subject relevant and meaningful.
- Ensure Design & Technology is accessible, ambitious and provides cultural capital to all pupils, including those who are disadvantaged, and pupils with SEND.

## **The importance of Design & Technology to the Curriculum**

At Matlock Bath Holy Trinity, we aim to fulfil the requirements of the National Curriculum for Design Technology, in ways that stimulate creativity and imagination. Through following the National Curriculum and shaping this to our own sequence, we believe that Design & Technology provides an opportunity for self-expression and communication in our school setting.

At our school, we will see creative individuals who feel free to express themselves through different mediums of design and use of technology. To enable us to reach the desired impact for Design & Technology, we will ensure that:

- Children's understanding, knowledge and skills are monitored by class teachers and subject leaders. This is then used to inform differentiation, challenge and support.
- Assessment is used to inform future delivery of these sessions
- The children's Design & Technology project work will have a clear outcome and purpose, making this relevant and meaningful to learners.
- Children will be able to work effectively, both collaboratively and independently.
- The children develop creativity and confidence, which can then enhance their learning in other areas of the curriculum.

## Planning

At Matlock Bath Holy Trinity, we are using Cornerstones Curriculum Maestro across the school to enhance the curriculum that we offer, and to ensure a cohesiveness of teaching and learning across year groups and key stages. The Design & Technology aspects of the curriculum are mostly taught within Companion Projects and these are interwoven throughout the overall curriculum. Teachers also use our subject knowledge, skills and vocabulary progression grid when planning to ensure full coverage and progression across year groups, in accordance with the National Curriculum. Planning of the Design & Technology curriculum is focused on creating opportunities for pupils to:

- Use a wide range of materials.
- Produce creative work, explore their ideas and record their experiences.
- Appreciate and understand the work of other artists and famous people.
- Record their ideas and plan for larger pieces of work.
- Learn how to gather and evaluate different materials.
- Take every day or familiar objects and investigate how they actually work and who they are really aimed at.
- Design, make and evaluate a range of products
- Enjoy working individually or as part of a team and gives them the opportunity to become innovators.
- Develop skills in designing and making food products, textiles products, structures and mechanisms which at times will incorporate using electrical components. This is an ideal springboard for the development of collaborative working and encourages evaluations of the pupils own ideas and products.
- Evaluate and analyse their work and that of others
- Discuss ideas and planning with their peers.
- See that their work is valued, celebrated and displayed around the school

Teachers are expected to use the foundation subject proforma that we use for all foundation subjects at Matlock Bath Holy Trinity, lesson plans will demonstrate a balance of interactive and independent elements used in teaching, ensuring that all pupils engage with their learning. There will be a clear focus on direct, instructional teaching and interactive oral work with the whole class and targeted groups. All lessons will have clear learning objectives, which are shared and reviewed with pupils.

Teachers are responsible for reviewing and updating short-term plans, building on the medium-term plans, taking into account pupils' needs and identifying the methods in which topics could be taught. our school, art, design and Design Technology is taught both as a discrete lesson and as part of cross-curricular themes when appropriate.

Medium-term plans and lesson sequence plans will be shared with the **subject leader** to ensure there is progression between year groups.

## Health and Safety

- Health and safety considerations are of paramount importance in practical Design Technology sessions, especially when using tools. Children must be given clear guidelines for practical sessions and taught the correct way to use equipment. Teachers must ensure that pupils follow and obey safety rules and safe systems of working, in line with the school's Health and Safety policy. The risks of each task will be assessed by the **classroom teacher** and **subject leader** before lessons, and relevant PPE will be compulsory based on their decisions.
- Equipment will be tested before the start of every lesson by the **classroom teacher**.
- Pupils will be supervised at all times during practical lessons.
- All tools, such as glue guns, are checked by the **subject leader** before use. It is also the duty of staff to recognise and assess the hazards and risks associated when working with food and other materials.
- All pupils will be taught how to use all equipment properly by the **classroom teacher** before use; similarly, pupils will also be fully briefed on the importance of how to correctly use equipment and tools

## **2. Assessment and reporting**

Pupils will be assessed and their progression recorded in line with the school's Assessment Policy.

Throughout the year, teachers will plan on-going creative assessment opportunities in order to gauge whether pupils have achieved the key learning objectives. Assessment will be undertaken in various forms, including the following:

- Talking to pupils and asking questions
- Discussing pupils' work with them
- Marking work against the learning objectives
- Pupils' self-evaluation of their work

Formative assessment, which is carried out informally throughout the year, enables teachers to identify pupils' understanding of subjects and inform their immediate lesson planning.

## **3. Resource**

- The subject leader is responsible for the management and maintenance of DT resources.
- The subject leader will undertake an audit of DT resources on a regular basis.

## **4. Equal opportunities**

- All pupils will have equal access to the DT curriculum.
- Gender, learning ability, physical ability, ethnicity, linguistic ability and/or cultural circumstances will not impede pupils from accessing DT lessons.
- Where it is inappropriate for a pupil to participate in a lesson because of reasons related to any of the factors outlined above, the lessons will be adapted to meet the pupil's needs and alternative arrangements involving extra support will be provided where necessary.
- All efforts will be made to ensure that cultural and gender differences are positively reflected in lessons and the teaching materials used.

## **5. Monitoring and review**

- This policy will be reviewed on an annual basis by the subject leader.
- The subject leader will monitor teaching and learning in the subject at Matlock Bath Holy Trinity Church of England Primary School, ensuring that the content of the national curriculum is covered across all phases of pupils' education.
- A named member of the governing body is briefed to oversee the teaching of DT, and meets regularly with the subject leader to review progress.
- Any changes made to this policy will be communicated to all teaching staff.