Design and Technology Policy

DANE ROYD SCHOOL

Review frequency: Every 2 years.

Approval by: Standards Committee

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Lead Personnel: Vicki Child
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Aims which guide our policies and practice

As a school, we seek to promote shared moral and ethical values to unite both local and global interests which enable children to become global citizens. Our agreed school aims are:

- *To create a happy and stimulating learning environment, in which each child will develop to their full potential, thereby achieving high educational standards.*
- *To develop self-awareness, self-respect and tolerance of others by developing an understanding of the world in which they live.*
- *To appreciate human achievements and aspirations; develop aesthetic sensitivity and appreciation; physical ability and co-ordination and a concern for the safety of themselves and others.*
- *To prepare children to live and work with others, enabling them to be responsible and caring members of the community.*
- *To give children, at the end of their period of primary education, an appetite for acquiring further knowledge, experience and skills, so ensuring they are prepared for the challenges of the next stage in their education.*

We ensure that all of our policies and practices are guided by these aims and we seek to ensure that they are at the forefront of all that we do.

Intent

At Dane Royd we aim to build an awareness of the impact of design and technology on our lives and encourage pupils to become resourceful, enterprising citizens who will have the skills to contribute to future design advancements.

We use Kapow Design and Technology scheme of work which aims to inspire pupils, including those with SEND and vulnerable children, to be innovative and creative thinkers who have an appreciation for the product design cycle. We want pupils to be confident risk takers through drafting design concepts, modelling, and testing, as well as reflective learners who evaluate their work and the work of others.

Our children will be taught Design and Technology in a way that ensures progression of skills, and follows a sequence to build on previous learning. Our children will gain experience and skills of a wide range of formal elements of design and concepts of technology in a way that will enhance their learning opportunities, enabling them to use design and technology across a range of subjects to be creative and solve problems, ensuring they make progress.

Implementation

We follow a broad and balanced Design and Technology curriculum that builds on previous learning and provides both support and challenge for learners. We follow Kapow Design and Technology scheme that ensures progression of skills and knowledge and covers all aspects of the Design and Technology curriculum. Within each term, each key stage takes on a well-planned and resourced projects providing children with a hands-on and enriching experience Each project address' the principles of designing, making, and evaluating and incorporating relevant technical knowledge and understanding in relevant contexts.
Teachers are given ownership and flexibility to plan for Design and Technology; sometimes teaching DT as a block of lessons to allow the time needed for the children to be critical, inventive and reflective on their work.
Through year 1 to year 6, children's projects will be recorded in floor books which will represent a range of pupils' learning at the design, make and evaluate stages of the project. This will include photos, designs, annotations and evaluations. These are used as part of assessment purposes and for monitoring progression.
Assessment is continuous during lessons using formative and summative methods. Teachers assess the process of learning rather than the outcome to ensure a complete picture is examined.
The subject leader provides guidance and CPD for teachers around questioning and checking that key concepts have been fully understood. Other support can be found through the scheme as skills videos for teacher and pupils are available and will be signposted by the subject leader.

Pupils' Design and Technology work is valued and celebrated across the school through displays, class assemblies and via shared communication with parents on twitter.

Long Term Plan

Cycles change yearly to follow to combined key stage curriculum, cycle A will run in 2024/25 and cycle B 25/26.

Design and Technology LTP						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery Cycle A	**Cooking and nutrition:** Dough modelling			**Textiles** Textured picture Woodland animals		**Structures:** Junk modelling vehicles
Nursery Cycle B	**Cooking and nutrition:** Dough modelling			**Textiles** Textured picture Farm animals		**Structures:** Junk modelling Emergency vehicles
UFS Cycle A and B	**Cooking and Nutrition:** Soup		**Structures:** Boats (6 lessons)	**Textiles:** Bookmarks (6 lessons)		**Structures:** Junk modelling (6 lessons)
Y1/2 Cycle A	**Structures:** Constructing a windmill (4 lessons)			**Textiles:** Puppets (4 lessons)		**Cooking and nutrition:** Smoothies (6 lessons)
Y1/2 Cycle B	**Mechanisms:** Making a moving monster (4 lessons)			**Structures:** Baby bear's chair (4 lessons)	*Cooking and nutrition: a balanced diet (wrap)*	**Mechanisms:** Fairground wheel (4 lessons)
Y3/4 Cycle A	**Structure:** Pavilions		**Cooking and nutrition:** Eating seasonally (6 lessons)		**Structures:** Constructing a castle (4 lessons)	
Y3/4 Cycle B	**Textiles:** Waistcoats (4 lessons)	*Cooking and nutrition: Adapting a recipe (biscuits)*	**Mechanical systems:** Making a slingshot car (4 lessons)		**Electrical systems:** Torches (4 lessons)	
Y5/6 Cycle A	**Mechanical systems:** Making a pop-up book (4 lessons)		**Cooking and nutrition:** Developing a recipe (6 lessons)		**Electrical systems:** Doodlers (4 lessons)	
Y5/6 Cycle B	**Textiles:** Waistcoats (4 lessons)		**Structure:** Playgrounds (4 lessons)		**Sculpture and 3D:** Making memories(5 lessons)	

Impact

Our children enjoy and value Design and Technology and know why they are doing things, not just how. After the implementation of our Design and technology curriculum, pupils should leave school equipped with a range of skills to enable them to succeed in their secondary education. Children will understand and appreciate the value of Design and Technology in the context of their personal wellbeing and the creative and cultural industries and their many career opportunities.

Progress in Design and Technology is demonstrated through regularly reviewing and scrutinising children's work, to ensure that progression of skills is taking place. Namely through:

- Looking at pupils' work, though the use of floor books, especially over time as they gain skills and knowledge
- Observing how they perform in lessons
- Talking to them about what they know.
- Analysing pupils' quiz and knowledge grabbers work

The Design and Technology curriculum will contribute to children's personal development in creativity, independence, judgement and self-reflection. This would be seen in them being able to talk confidently about their work, and sharing their work with others. Progress will be shown through outcomes and through the important record of the process leading to them.

Other Considerations

Assessment

Assessment is continuous during lessons using formative methods with teachers carefully assessing against the lesson objectives through observations and questioning. Teachers look closely at the whole design, make and evaluate cycle to assess a child's D&T skills and knowledge, not just focusing on the end made product. Teachers celebrate the different ideas children have even if this may not be the prominent standard method desired, they use pupils' reflections and evaluation to ensure a true assessment is made. In addition to formative assessment procedures, at the end of each project children are assessed on the most important knowledge to be understood and retained, identified by quiz' and knowledge grabbers.

During the teaching sequence for Design and technology, teachers use the progression of skills assessment criteria to assess whether children are emerging, at expected or exceeding in expectations in Design and Technology and record this is a cohort tracker and in early years, considered within their contextual place withing the development areas. The teacher passes this information on to the next teacher at the end of each year and to the subject leader for analysis. This informs the Design and Technology coordinator of any further areas for curriculum development, pupil support and/or training requirements for staff. It should be remembered that the process more than the outcome is important when assessing children's understanding of Design and Technology concepts.

Accessibility

Design and Technology is accessible for all pupils. Kapow's scheme of learning has several adaptations for each project. These include;

- Adaptive teaching suggestions.
- Customisable colour schemes in lesson presentations.
- Knowledge organisers to pre-teach or recap key language/ideas.
- Varied teaching methods to engage different learning styles and needs.
- Spiritual, Moral, Social and Cultural (SMSC) document for every subject.

Health and safety:

Teachers will always strive to teach the safe use of tools and equipment, insisting upon good practice. Children will be taught to return tools to a safe place and in a careful manner e.g. chopping boards and pans when not in use. Hobs and ovens can only be used by a member of staff and they should be done so with the children at a safe distance. Sharp knives and kitchen utensils will be kept in a locked box, with the key kept in the schools office, only teachers will have access to these utensils. In regards to food, it should be brought in and used on the date it is needed. If food is left over then a clear label should be placed on the food with both the date opened and use by date on the top. More comprehensive guidance can be found in the appendix 1.

Resources:

Project resources are ordered in the preceding term. Class teachers should provide the design and technology lead of any resources and tools they require for the next term in a timely fashion. Food for cooking and nutrition lessons should be purchased by class teachers

and will be reimbursed by school. Cooking equipment is stored in the cooking room in individually labelled drawers. All resources are clearly labelled.

Concluding notes

This policy will be reviewed in September 2026; however, a review will commence before this proposed date if any national changes occur.

Appendix 1:

Health and Safety Guidelines

General health and safety risks:
- Foods which carry a high health and safety risk should be avoided.
- Food equipment should only be used for its intended use and nothing else.
- When washing food implements the designated sink in the cooking room should be used.
- Any implements with a sharp point should be kept away from areas accessed by children and should only be used by an adult.
- All working environments should be kept clean and tidy.

Working with food:
- Children should always wash their hands before eating or preparing food.
- All fruits and vegetables should be washed before eating.
- High risk foods, such as peanuts, shellfish and untreated milk, should be avoided during cooking lessons.
- When tasting foods, children should dip their utensil only once.
- Avoid making dishes involving raw eggs.
- Any sniff tests of spices should be done through a muslin cloth.
- Chopping boards are colour coded and should be used for their specific purpose (e.g. green for fruits and vegetables.) Preparation of food:
- Work surfaces should be sprayed with antibacterial spray prior to, and after, use.
- Adults should clean surfaces with a cleaner that has no taint or smell.
- Tablecloths, tea towels and dishcloths should be hung to dry after use to prevent them becoming mouldy.
- Wash thoroughly and disinfect chopping boards, cloths, washing bowls and other utensils.
- Dishcloths should be washed after each use.
- Paper towels should be used to dry hands and utensils after washing.
- Equipment which may be easily broken, for instance, glass bowls, should be avoided.
- Wooden chopping boards and rolling pins should be avoided due to the potential of splinters in skin and food products.
- Children should never be allowed to lift or pour boiling water from a kettle.
- Cordless kettles should be used.
- Children should not be allowed too close to the oven or hobs when on or still warm.
- Pan handles should be turned inwards at all times.
- Children should not be allowed to share spoons, straws or drinking cups.

What to wear:
- When cooking children should always wear PVC aprons which should be wiped over with antibacterial spray after use or disposable aprons must be thrown away.
- Long hair should be tied back and sleeves rolled up.

- All cuts should be covered with a waterproof dressing, blue ideally.
- All jewellery should be removed.