Hollinhey Primary School



Design and Technology Policy

Written by:	Angela Adams
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HOLLINHEY PRIMARY SCHOOL

Design and Technology Policy

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.

<u>Aims</u>

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.

Intent:

At Hollinhey, it is our intention to teach Design & Technology in alignment with our core values:

Honesty –We give each pupil a chance to believe in themselves as Designers and engineers. We aspire to encourage resilience, perseverance and an acceptance that mistakes are an important part of learning. We give children the opportunity to evaluate their own and their peers' work.

Effort – We promote the importance of hard work to build success and the development of a growth mindset. We encourage the children to improve their designs and existing products to achieve their best possible work.

Achievement – We provide children with a secure grasp of the skills needed to design and create successful products which can be used by their target user and to take home a product that they are proud of.

Respect – We encourage the children to evaluate their own and their peers' products in a respectful way.

Tolerance – We provide effective support to pupils where they find it difficult to overcome challenges when creating products. We encourage teamwork and peer-peer support.

Implementation:

To ensure high standards of teaching and learning in Design and Technology, we implement a curriculum that is progressive throughout the whole school. Design and Technology is taught as part of a cross-curricular half-termly topic, focusing on the knowledge and skills stated in the National Curriculum. At Hollinhey, we currently use the 'Projects on a Page' Scheme from the Design and Technology Association to inform our own school planning. This scheme compliments the National Curriculum and provides clear skills and objectives, along with suggested projects and resources in order for staff to provide fun and challenging learning with noticeable progression.

• Each year group Y1 – Y6 has 3 projects to complete (Year 6 – 2 projects) which allow the children to gain a wide range of skills. These include: mechanisms, structures, electrical products, textiles and food preparation. Each project follows a clear process: research and investigate, design, make and evaluate. All learning and the final product are evidenced in the children's Design & Technology books.

Foundation Stage

Design and Technology in the Foundation Stage is an integral part of the topic work covered during the year. Please see the EYFS policy and the progression document.

Impact:

Within Design and Technology, we aim to encourage children to become problem-solvers, both as individuals and as part of a team. We aspire that pupils will have gained knowledge and understanding of different skills and techniques required to solve problems by designing and creating a variety of products using a safe approach. Our carefully-planned curriculum allows the children to reflect on and evaluate present and past design and technology, its uses and its impact. Children learn to be passionate and excited by the designing and making of products including working with, preparing and tasting food. Children will be equipped with skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3 and for life as a capable citizen in the wider world.

Adaptation and SEN

We teach DT to all children, whatever their ability. We do this by setting suitable learning challenges and responding to each child's different needs. In order to ensure that children with special educational needs achieve to the best of their ability, it may be necessary to

adapt the delivery of the DT curriculum for some pupils. This may be through providing extra support or adapting learning resources and equipment as necessary.

Extra Opportunities

We provide an after-school Cookery Club, which is offered to both KS1 and KS2, where the children prepare both sweet and savoury dishes. Lego club is also offered in KS1, providing opportunities for designing and building structures.

Equal Opportunities (see also Equal Opportunities Policy)

Hollinhey Primary School will ensure that all children are provided with the same learning opportunities regardless of social class, gender, culture, race, disability or learning difficulties. As a result, we hope to enable all children to develop positive attitudes towards others. All pupils have equal access to DT and all staff members follow the equal opportunities policy. Resources for SEN children and More Able pupils will be made available to support and challenge appropriately.

Roles and Responsibilities

Design and Technology is led by one member of staff and a governor. The subject leader is expected to:

- Ensure that the subject is regularly discussed, reviewed and monitored within the school
- Keep resources up-to-date and relevant, particularly in preparation for each unit of work.
- Promote Design and Technology good practice through the school.
- Set a good example of Design and Technology practice.
- Support long term planning for the whole school.
- Monitor and evaluate Design and Technology through the school.
- Provide INSET.
- Liaise with other primary and secondary schools.
- Promote Design and Technology's high profile in the school.

When the policy will be reviewed

September 2025

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techniques to handling, improve the improve the improve the appearance of their product personal improve the appearance of their product using a range of improve the improve the improve the improve the use and tools, including the hob and oven their product using strengthen and ingredients, apply the rules for improve the improve the processes and processes are processes and processes and processes are processes and								ingredients, processes
appearance of practices and their product using strengthen and ingredients, e Apply the rules for their product personal a range of improve the processes and basic food hygiene:			techniques to	handling,	improve the			and tools, including
their product personal a range of improve the processes and basic food hygiene:			'	3.00				
					, ,	*		
hygiene equipment appearance of tools, including other safe practices			Likeli product					other safe practices

Choose and use appropriate finishing techniques	including ICT their product us a range of equipment including ICT select and use appropriate ingredients, processes and tools, including the hob and ove Demonstrate hygienic food preparation and storage	Apply the rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens Use finishing techniques strengthen and improve the appearance of their product using a range of equipment including ICT to create a high quality product	e.g. hazards relating to the use of ovens
		Understand how mechanical systems such as cams or pulleys or gears create movement.	

	EYFS		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Evaluating processes and	 Share their creations, 	•	Talk about their product,	 Talk about their product, saying 	Disassemble and evaluate familiar	Disassemble and evaluate familiar products in order	Disassemble and evaluate existing	Disassemble and evaluate existing
products	explaining the process they have used Express their ideas and feelings about their product and the experience of making it	•	their product, saying what they like and dislike about it and discussing how well it works in relation to the purpose and original design. Talk about the making process and what went well and difficulties they overcame	what they like and dislike about it and dislike about it and discussing how well it works in relation to the purpose and original design. • Evaluate against given criteria • Talk about the making process and what went well and difficulties they overcame • Identify strengths and possible changes they might make	products in order to create own design Talk about the making process and what went well and difficulties they overcame Identify strengths and possible changes they might make Evaluate their product against original design criteria e.g. how well it meets its intended purpose,	Evaluate their work during and at the end of the assignment and didentify strengths and difficulties Evaluate their product against original design criteria e.g. how well it meets its intended purpose, Evaluate their products carrying out appropriate test, using set criteria	products in order to create own design Evaluate their products, against the design specification, identifying strengths and areas for development, and carrying out appropriate tests Evaluate their own work and seek evaluation from others	Evaluate their products, against the design specification, identifying strengths and areas for development, and carrying out appropriate tests Evaluate their own work and seek evaluation from others
Suggested events and individuals who have helped shape the world	•	•				https://www.qualitylogopro ducts.com/promo- university/history-of- flashlights.htm	http://re.trotoys.com/ article/mechanical- toys-history/	