



Shardlow Primary School

Aspire Achieve Thrive



Design and Technology (D&T) Policy

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Version Control

Version	Date	Author	Changes
2	March 2021	A Wragg	Policy re-organised. Update on: -Introduction -Aims and Objectives -Organisation -Planning -Resources -Equality and Diversity -Responsibilities -CPD Inclusion of the school curriculum map in the Appendix.
2.1	June 25	A Wragg	Edits to: -Organisation of teaching and learning -Planning -Assessment -Equality and diversity- change of Trust -Appendix- addition of new curriculum map/removal of appendix 2 General formatting changes

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1. Introduction

“Our mission is for all pupils to achieve their personal best in a nurturing and spirited environment, becoming kind and ambitious members of their local and wider communities.”

Design and Technology (D&T) at Shardlow allows children to become:

- **Confident** – children build upon prior learning and develop long term memory strategies;
- **Independent** – children build their independence in learning new skills through D&T;
- **Motivated** – children are excited to be creative in their learning and are eager to develop on what they have previously learned;
- **Openminded** – allowing children to become creative problem-solvers, both as individuals and as part of a team;
- **Responsible and Respectful** – encouraging children to select appropriate tools and techniques for making a product, whilst following safety procedures.

Design and Technology is taught progressively from Reception to Year 6 under the Early Years Foundation Stage and National Curriculum 2014.

We deliver a two-year rolling program with many D&T topics relating to the overriding Topic of the term. Learning has been carefully mapped out in the D&T Curriculum Map.

2. Aims and Objectives

Design and technology (D&T) helps to prepare children for the ever-changing and developing world. The subject encourages children to become creative problem-solvers, both as individuals and as part of a team. Through the study of design and technology, they combine practical skills with an understanding of aesthetic, social and environmental issues. Design and Technology helps all children to become discriminating and informed consumers and potential innovators. It should assist children in developing a greater awareness and understanding of how everyday products are designed and made.

Curriculum Objectives	
Early Years Foundation Stage (Expressive Arts and Design)	• Return to and build on their previous learning, refining ideas and developing their ability to represent them; • Create collaboratively sharing ideas, resources and skills; • Safely use and explore a variety of materials, tools and techniques; experimenting with colour, design, texture, form and function; • Share their creations, explaining the process they have used.
Key Stage 1	Design • Design purposeful, functional, appealing products for themselves and other users based on design criteria;

Curriculum Objectives

	• Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. Make • Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]; • Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Evaluate • Explore and evaluate a range of existing products; • Evaluate their ideas and products against design criteria. Technical knowledge • Build structures, exploring how they can be made stronger, stiffer and more stable; • Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. Cooking and Nutrition • Use the basic principles of a healthy and varied diet to prepare dishes; • Understand where food comes from.
Key Stage 2	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.

Curriculum Objectives

Technical knowledge

- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures;
- Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages];
- Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors];
- Apply their understanding of computing to program, monitor and control their products.

Cooking and Nutrition

- Understand and apply the principles of a healthy and varied diet;
- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques;
- Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

3. Organisation

Children in EYFS, KS1 and KS2 are taught D&T for 3 out of the 6 half-terms. The other 3 half-terms are Art based lessons. Class teachers plan D&T activities and lessons relating to their topic and use the D&T National Curriculum objectives to drive them. Cooking is taught in the weekly changeover lesson, where each class will do cooking for a whole half term.

During D&T lessons, children are given the opportunity to work individually, in groups and as a whole class, depending on the learning task. By the nature of D&T, children will be active and using equipment during the lessons.

Pupils' learning is recorded in a 'booklet', allowing the children to explore the design criteria, explore and evaluate existing products, design and evaluate products.

Each strand of the D&T curriculum is mapped out to ensure specific knowledge and skills are taught during each unit. The subject map is progressive across each strand of the D&T curriculum, ensuring pupils build on the knowledge and skills acquired in previous units.

Children complete 3 projects each academic year. These projects usually link with their topic and Literacy text to drive the product, purpose and user.

4. Planning

D&T is planned by class teachers and the outline is available on the curriculum map (see Appendix). From this, teachers form their medium-term plan in D&T, ensuring they are covering the knowledge and skills that are outlined in the curriculum map. This is then built into a 'booklet' to guide lessons.

We plan the activities in design and technology so that they build upon prior learning of the children. We give children of all abilities the opportunity to develop their skills, knowledge and understanding and we also build planned progression into the scheme of work, so that the children are increasingly challenged as they move through the school.

The planning is sometimes completed through a cross curricular approach where the D&T project may have a link to the topic being studied. Teachers will give each D&T theme a purpose.

Each topic will need to be reviewed informally by the teachers and TAs within the year group to ascertain the enjoyment had by the children, the effectiveness of developing skills and the quality of purpose.

5. Health and Safety

All adults leading D&T lessons/activities should ensure that they have read and understood the D&T Health and Safety section of the Policy.

Adults should ensure that:

- D&T equipment is not left out and unsupervised.
- Floors and work surfaces are kept clean and tidy and all tools used must be of good quality, in good condition and stored safely.
- Direct safety instructions should be given to children each time they undertake a design and technology activity.
- Children should be given suitable instruction on the operation of all equipment before being allowed to work with it.
- Children should be strictly supervised in their use of equipment at all times. Adult to child ratio must be appropriate to the activity e.g. closer supervision on activities such as use of a glue gun.
- Children should be taught to recognise and consider hazards and risks and to take action to control these risks, having followed simple instructions.
- Specific health and safety points will need to be included onto topic plans. These will help teachers to identify activities of a high risk and highlight any areas in which they need to reduce risk or ensure safe practice.

6. D&T Policy Statement regarding the use of Food

When working with food:

- An adult will be required to supervise activities involving cooking and food handling/preparation.
- When undertaking food activities, the appropriate Health and Safety Procedures must be adhered to.

- Teachers should check the dietary needs of the children in their class to identify any foods that should not be available to specific children, or groups of children.
- Any perishable food should be stored in a fridge and in accordance with good hygiene practice (e.g., food separation).
- Only the equipment in the food cupboard, which is for food use only, should be used.
- Only use equipment set aside to use with food.
- Set aside an area for children to wash their hands.
- Teachers taking part in any food activity should dress appropriately and follow the same procedures as the children with regard to any rules regarding personal hygiene.
- Ensure that all equipment is cleaned and put away in the food cupboard.
- Ensure that all children use their own equipment when tasting food.
- Certain spoons should be identified and used when placing food onto plates for children to taste food, teachers/TAs need to ensure children do not use their own.

7. Assessment

Teachers assess work in design and technology by making observations of the children working during lessons. They record progress made against the learning objectives for that lesson. At the end of a unit of work, children undertake a review of their work that focuses upon an evaluation of the finished product and an overview of the various tasks undertaken. Teachers make an annual assessment of progress for each child, as part of the annual report to parents. Each teacher passes this information on to the next teacher at the end of each year.

8. Resources

We have a wide range of resources to support the teaching and learning in D&T. Most D&T resources are kept in boxes on the D&T shelves where they are easily accessible for all teachers. Teachers can order specific resources for a unit where necessary through the school business manager.

Resources for cooking are kept in the kitchen in Derwent Class.

9. The contribution of D&T to teaching and learning in other curriculum areas

English

Design and Technology contributes to the teaching of English in our school by providing valuable opportunities to reinforce what the children have been doing in their English lessons. The evaluation of products requires 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.

ICT (Information & Communications Technology)

We use ICT to support design and technology teaching when appropriate. The children also use ICT to collect information and to present their ideas through draw and paint programs.

PSHCE (Personal, Social, Health and Economic Education)

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. Through their understanding of personal hygiene, they also learn how to prevent disease from spreading when working with food.

SMSC (Spiritual, moral, social and cultural development)

Our groupings allow children to work together, and they understand how we expect them to do this. Collaborative work in design and technology develops respect for the abilities of others and a better understanding of themselves. In addition, they develop a respect for the environment, for their own health and safety and that of others. They learn to appreciate the value of similarities and differences. A variety of experiences teaches them to appreciate that all people are equally important.

10. Equality and Diversity

We ensure that, regardless of gender, race, class, culture or special educational needs and disabilities, all children are treated as individuals and all experience D&T to develop their own potential. We provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. We encourage a sense of achievement in all children. Teachers use adaptive teaching strategies to ensure that all pupils can access the curriculum and content being taught.

Where pupils are to participate in activities outside the classroom, we carry out a full risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Please see the ONE Academy Trust 'Equality and Diversity Policy', the Shardlow Equality and Diversity Policy, the Shardlow Accessibility Plan and the Shardlow Primary School 'SEND Policy' for further information.

11. Responsibilities

Monitoring and Reporting

D&T is monitored by the subject leader and reported to the Headteacher and Governors. The D&T lead will meet with the D&T Governor during the year to discuss priorities and curriculum coverage and review the action plan.

Curriculum coverage is the responsibility of the D&T lead and evidenced in Appendix 1. The subject lead is aware of which classes/year groups will learn what and when through the curriculum map overview (see Appendix 1). Monitoring will ensure that the planned curriculum matches the taught curriculum. The curriculum and teaching of D&T will be monitored annually by the subject leader and reported to the Headteacher and D&T Governor. All teaching

staff are aware of the D&T units being taught to their class and this is evidenced on each class' curriculum map.

12. CPD

Staff teaching D&T are offered CPD opportunities based upon their needs. The subject lead will gather staff voice on their confidence teaching D&T and provide training opportunities to ensure high quality teaching.

The D&T lead will evaluate and audit CPD opportunities in D&T every year and report to Headteacher and D&T Link Governor.

13. Policy Review

This policy will be reviewed every three years as a minimum by the D&T lead and Headteacher.

Appendix 1 – D&T Curriculum Map Overview

Year A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Trent (R)			 Cooking Basic skills & hygiene		 Constructing landmarks	 Weaving
Derwent (Y1/2)			 Cooking Bread		 Create our local area	 Constructing Castles
Erewash (Y3/4)		 Embroidery		 Cooking Food miles		 LEGO coding robots
Ockbrook (Y5/6)	 Motorised vehicles			 Cooking Healthy varied diet		 Mechanisms/CAD Pulleys and levers

Year B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Trent (R)			 Cooking Basic skills & hygiene		 Constructing landmarks	 Weaving
Derwent (Y1/2)	 Vehicles	 Sewing Toys				 Cooking Food from different cultures – food heritage
Erewash (Y3/4)	 Cooking Seasonal food/Harvest – allotment		 Making mini greenhouses (PB)			 Mechanical mythical beasts
Ockbrook (Y5/6)			 Mayan Textiles	 Cooking Family meals	 Forest Furniture (OAA link)	