

Elworth C of E Primary School



Design Technology Policy

Date:	September 2025
Review Cycle:	2 Yearly
Reviewed By:	Mr Heaton
Approved By:	Mrs Sarah Buckley
Next review date:	September 2027
Nominated Governor:	Mr Goodyear Lombe

'Love God, Love Learning, Love One Another.' Matt 22:36-39

At Elworth we embrace The Church of England's vision for education which is 'Deeply Christian, Serving the Common Good.' When Jesus was asked which was the greatest commandment, he responded with *'Love the Lord your God with all your heart, all your soul and all your mind' and 'Love your neighbour as yourself'* (Matt 22:36-39). These timeless words are at the heart of our vision, nurturing our community and shaping the ethos of our flourishing school.

School's theologically rooted Christian mission

At Elworth we create a stimulating and caring environment, grounded in Christian belief and practice, so that all members of our school community can flourish. We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of diversity within modern Britain. We maintain that learning should be a rewarding experience for everyone; it should be enjoyable. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. Our six Christian values underpin all that we teach : Courage, Community, Perseverance, Generosity, Compassion, Friendship. Our school rules are: To be Ready, To be Responsible and To be Respectful. These are embedded in each child's mind so that they are fully prepared for living each day successfully. We aspire that all our children are a blessing beyond the school walls, beyond their families, beyond their local community, as global citizens. To achieve this the children and adults at Elworth embark on an exciting and adventurous journey together joining in with God's redemptive work in our lives and throughout the world and learn to be advocates for change.

Intent:

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. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

Aims

The aims of teaching Design and Technology at Elworth C.E Primary are to:

- to become creative problem solvers as individuals and members of a team.
- 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

Implementation:

Roles

Governors:

Elworth CE Primary has a designated link governor who:

- a) Meets with the Design and Technology Leader once a term to find out about;
 - the school's systems for planning work, supporting staff and monitoring progress;
 - the allocation, use and adequacy of resources; and
 - how the standards of achievement are changing over time.
- b) Attends training and other events relating to the Design and Technology curriculum;
- c) Reports jointly with the Subject Leader to the governing body with recommendations, if appropriate, once a year.
- d) is understanding and supportive of our aims in the learning and teaching of Design and Technology and to review this policy annually.

The Head teacher will:

- Provide support by encouraging staff and praising good practice.
- Monitor planning and reviews.
- Support staff development through in service training and provision of resources.

The Design and Technology Leader will:

- Provide a strategic lead and direction for Design and Technology in the school;
- Provide support and advice to staff in the delivery of the Design and Technology programme of study;
- Remain informed about current developments in the subject;
- Disseminate relevant information to staff;
- Deliver INSET sessions to staff, to support staff development where appropriate;
- Monitor and evaluate teaching and learning of Design and Technology;
- Monitor standards in the subject, through planning and work scrutiny, quality of teaching and pupil assessments;
- Order and maintain resources to enhance effectiveness of Design and Technology teaching within the school;
- Consider with staff and work with SMT members in the evaluation and planning of actions included within the School Development Plan.

The Class teacher will:

- Be responsible for the teaching of Design and Technology as set out in the policy.
- Provide planning and reviews for the Head Teacher and Design and Technology leader to have access to.
- Provide samples of science work to the Design and Technology leader when required.
- Assess children's work in order to detail future planning.

Teaching and learning style

We use a variety of teaching and learning styles in our Design and Technology lessons. Our principal aim is to ensure that the children apply their knowledge and understanding when developing ideas, planning and making products and then evaluating them. Sometimes we do this through whole class teaching and small group activities. All ideas are treated with respect. Children critically evaluate their own work and that of others. They have the opportunity to use a wide range of materials and resources, including IT.

All lessons have clear learning objectives, to be shared and reviewed with the children. Lessons make effective links with other curriculum areas, such as English, Maths and engineering where appropriate.

Design and Technology is a foundation subject in the National Curriculum, and we use the Design and Technology Programmes of Study: Key stages 1 and 2 (dated September 2013) as the basis for our school curriculum, ensuring we teach the relevant statutory content.

Where possible, Design and Technology will be cross-curricular and linked to class topics. Design and Technology will also be taught as discrete units and lessons where needed to ensure coverage.

Teachers complete a medium term plan for each unit of work so that they can plan for clear progression. There is a specific planning format that staff use.

We have planned the topics in Design and Technology so that they build upon prior learning. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit and we also build progression into the Design and Technology scheme of work, so that the children are increasingly challenged as they move up through the school.

SEN/GDS

At our school we teach Design and Technology to all children, whatever their ability and individual needs. Design and Technology forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our Design and Technology teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of disadvantaged and vulnerable children, including those pupils who generate Pupil Premium, those with special educational needs, those with disabilities, and those learning English as an additional language. We take all reasonable steps to achieve this.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors such as classroom organisation, teaching materials, teaching style, and differentiation so that we can take some additional or different action to enable the child to learn more effectively. Ongoing assessment for learning, and summative assessment allows us to consider each child's attainment and progress against expectations. This ensures that our teaching is matched to the child's needs.

School Kitchen

We have a purpose built kitchen to deliver the cooking and nutrition side of the curriculum. Staff make full use of this facility

Learning outside the classroom

Allowing children to use creativity and imagination to solve real and relevant problems is a crucial aspect of primary Design and Technology. This should involve the school grounds, local area and places further afield, depending on the aspect of Design and Technology being taught. Full use should be made of all available resources, including the school kitchen.

Impact:

Assessment and recording

We assess children's work in Design and Technology by making informal judgements as we observe them during lessons. On completion of a piece of work, the teacher marks the work and comments as necessary in accordance with the schools marking policy. Where applicable, the teacher gives advice or a challenge on the next steps for learning. Formal observations and completion of work is used in order to assess children. Where appropriate, a more creative approach can be used for assessing knowledge and understanding. For example – children create a project or report about what they have learnt. This gives the children an opportunity to make decisions as to how they show what they have learnt. At the end of a unit, the teacher makes a judgement on the child (emerging, expected or exceeding). We use these judgements as the basis for assessing the progress of each child and we pass this information on to the next teacher at the end of the year.

Equal Opportunities

All children have equal access to the Design and Technology curriculum and its associated practical activities. The SLT, Class Teachers and TAs at Elworth CE Primary School are responsible for ensuring that all children, irrespective of gender, learning ability, physical disability, ethnicity and social circumstances, have access to the whole curriculum and make the greatest possible progress. Where appropriate, work will be adapted to meet pupils' needs and, if appropriate, extra support given. More able pupils will be given suitably challenging activities. Gender and cultural differences will be reflected positively in the teaching materials used.

Health and Safety

Teachers are aware of their responsibilities and this is in accordance with the school's health and safety policy. 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.

The children build up a range of skills when using equipment to reduce unnecessary risk. Craft knives are used only by years 5/6 under direct supervision of an adult. Glue guns are used (low temperature) under supervision. All staff, including helpers, are made aware of food safety procedures when working with food to minimise any risks. The children wear protective clothing if necessary

Monitoring and review

It is the responsibility of the Design and Technology subject leader to monitor the standards of children's work and the quality of teaching in Design and Technology. The Design and Technology subject leader is also responsible for supporting colleagues in the teaching of Design and Technology, for being informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school. The DT subject leader gives the senior management team an annual summary report in which she evaluates strengths and weaknesses in the subject and indicates areas for further improvement. The DT subject leader has specially-allocated time for fulfilling the vital task of reviewing samples of children's work, looking at planning and carrying pupil interviews.