



Design and Technology Policy



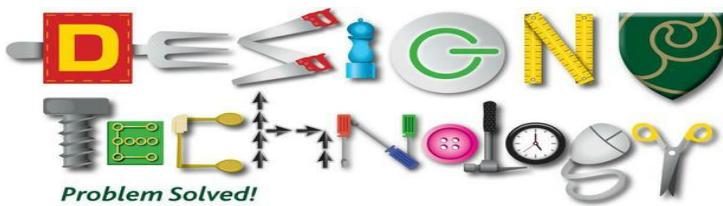
Approved by: THE GOVERNING BODY

Last reviewed on: October 2025

Next review due by: October 2026

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DESIGN & TECHNOLOGY POLICY

INTRODUCTION

Purpose

The purpose of this policy is to describe the practice of Design and Technology at The Stonebridge School and the principles upon which this is based.

Aims

The 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

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination our pupils will 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 will draw on disciplines such as mathematics, science, computing and art. Pupils will learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they will 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; they will know that Design and Technology solves problems and enriches lives!

IMPLEMENTATION

Planning:

We use the KAPOW scheme to teach Design and Technology. Topics will be taught in the order outlined in the curriculum overview. Teachers must identify the most appropriate teaching strategy to suit particular learning. All lessons for one topic are to be planned on a flipchart using Active software/Smart Board using the medium term plans from the KAPOW scheme. When planning a unit consideration should be made of the following;

- Developing children's designing skills, including generating and developing ideas, clarifying their task;
- creating design proposals, communicating ideas, planning and evaluating;
- Acquiring and refining the practical skills associated with making, including working with materials and components, tools and processes, for example by planning, measuring and marking out, cutting and shaping, joining and combining, finishing, and evaluating;
- Application of mathematical skill, for example by measuring to an appropriate number of decimal places, drawing and interpreting tables, graphs and bar charts;

- Application of Computing, for example by making things happen by the use of control, handling information through the use of a database or spread sheet;
- Application of art skill, for example by investigating texture and colour or recording visual information.
- Teachers must decide what the Polished Product will be for every unit.

Teaching:

EYFS (Expressive Arts and Design (Art and Design/Design & Technology)

Both aspects of EAD; exploring using media and materials and being imaginative are used to develop a child's imagination, creativity and their ability to use media and materials. Children do this in range of ways including playing with colours, textures and design. These approaches to expressive arts help children to represent and understand their own ideas. Children will be taught a range of techniques using simple equipment to help them express their ideas through media and material. The process of creating is more important than the end result. Children must have access to a quality creative area where they can explore, create and adapt based on their ideas. Teaching staff currently use the Challenge Curriculum documents to support planning and the subject leader will monitor and support the planning of DT as needed.

KS1 & KS2

Pupils will be taught knowledge and skills using Rosenshine's Teaching Principles. Staff will emphasise cross-curricular links to embed learning and aid the use of key information from other subject disciplines.

Children will design and make a range of products. A good quality finish will be expected in all design and make activities appropriate to the age and ability of the child. Children will keep examples of their work in their DT books to aid assessment and progression and finished products will be displayed in the classroom and around school. Examples of work, products and relevant photographs will be made available to the subject leader as evidence of work completed and as an aid to monitoring progression and assessment and so:

- Pupils must acquire a solid knowledge and understanding of concepts and skills that build on previous learning. Pupils must have opportunities to apply these.
- Pupils must have 'first hand' practical experiences where possible to enrich learning.
- Teaching must take into account a range of learning styles.

Organisation:

DT will be covered once in a term alternating with Art & Design. Teachers will have the flexibility to teach the units of work either blocked or once a week as long as the knowledge, skills and understanding are covered.

Roles and responsibilities

Governors:

- To ensure that implementation of the National Curriculum across the school
- To challenge Leaders at all levels about the quality of teaching and learning across the school
- To be an impartial critical observer within the subject
- To ensure that Leaders have the financial resources to enhance the quality of provision

Senior Leadership Team:

- Evaluate the quality of education across the school
- Know about teachers' pedagogical knowledge and support them
- To challenge and support middle leaders in their role
- To engage in monitoring activities

Middle Leader:

- Evaluate the long term and medium term plans
- Have a clear rationale for content choices and curriculum sequencing
- To establish high quality teaching and learning of Design & Technology
- To be the model of high quality teaching and learning and supports staff to do the same

- To raise the profile of the subject across the school
- To identify and support members of staff who need further development
- To monitor standards of teaching and learning
- To monitor and evaluate the implementation and impact including polished products at the end of units
- To manage resources effectively
- To report to SLT and Governors when necessary
- To forge positive and impactful relationships across the Federation and beyond

Teachers:

- To ensure the subject is taught effectively and the content is covered as outlined
- To plan effective and engaging lessons
- To follow policy and guidance outlined by middle leaders
- To ensure 'polished products' for end of unit learning
- To promote the use of technical vocabulary through working walls and flipcharts
- To develop own subject knowledge
- To challenge and develop pupil's design and technological abilities
- To ensure that all pupils' needs are met

Support Staff:

- To develop own subject knowledge where needed
- To support all pupils to access the curriculum
- To model the use of technical vocabulary
- To challenge and support pupils thinking and ideas

Pupils:

- To take an active part in every lesson
- To show curiosity and interest
- Ask questions and challenge thinking
- To be resilient

Parents/Carers:

- Attend school events
- Talk to their children about what they have been learning and share their own knowledge on the subject
- Engage in home learning activities

Inclusion

At The Stonebridge School we believe that all learners are of equal value and that all pupils have the potential to achieve highly and learn effectively irrespective of ethnicity, gender, disadvantage, religion and belief, race or disability. This confidence in the learning capacity of all our pupils is reflected in curriculum design and delivery.

Pupils with Special Educational Needs & Disability (SEND)

Pupils with Special Educational Needs and Disabilities(SEN) will have access to a broad and balanced curriculum through quality first teaching. Teachers will differentiate learning according to the children's needs to ensure access to the curriculum. Children identified as having SEND may in addition have additional provisions such as personalised learning, 1:1 support and a variety of resources to meet their needs. This policy should also be read in line with the school's SEND policy and School information report.

EAL learners

Pupils identified as new to the English language will be given every opportunity to acquire English so that they can access learning fully. Pupils home languages will be used to aid learning where possible and relevant alongside appropriate resources selected by staff to enable pupils to engage in a rich curriculum.

Health and safety:

Teachers will always teach the safe use of tools and equipment at the outset of each unit and insist on good practice. Children will be taught to return tools to the appropriate place when not in use. Risk assessments will also be carried out for when children are using particular equipment such as saws and other cutting and gluing materials.

Food hygiene and safety is very important:

- Children and adults will wash their hands thoroughly before handling food.
- Food will be bought when it is needed to ensure the freshest ingredients are used.
- Cupboards, table tops, cookers will be kept clean, tidy and in working order.

Safeguarding:

Staff will be expected to ensure a safe environment and have to refer to the risk assessments for the use of particular tools in DT and share key information to support the children to keep themselves safe. Any other matters of safeguarding will be dealt with according to the safeguarding procedures of the school. Please see the Safeguarding Policy.

Homelearning/ Wider learning:

Where appropriate home learning will be set for pupils at various points in the teaching sequence to launch a topic, to practice skills or evaluate products that already exist.

Resources:

At present, basic resources are stored in classrooms. It is the responsibility of the class teacher/s to manage the resources required during their unit and discuss with the subject leader if additional resources are required. In relation to everyday general resources, our aim is to organise classrooms in such a way to promote the development of independent learning. Resources and equipment should be clearly marked and labelled in order to allow visual access to the children. Safe and tidy working practices are encouraged at all times.

IMPACT

Assessment:

Teacher assessment should concentrate on the aspects of capability in order to inform future teaching and learning. Examples of work, including photographs will be kept in DT books to demonstrate work completed and progression whenever possible. Each unit will have an end of unit outcome - 'a polished product' which will show case the knowledge, skills and understanding that the pupils have acquired. This should help teachers to determine those who are performing to the normal expectations and making sound progress and those who are performing at a different level. In cases where performance is different to the norm, the learning objectives and particularly the learning outcomes should be analysed to inform future teaching to ensure the child is further extended or focused teaching is used where progress has not been made. Pupils will have opportunities to demonstrate what they know and can do through a variety of learning opportunities planned for by the teacher.

Monitoring and evaluation:

- The evaluation of the quality of education in Design & Technology will include:
- Curriculum review days
- Book scrutiny

- Staff and pupil questionnaires
- Planning scrutiny
- Lesson observation
- Learning walks
- Working wall check
- Pupil voice
- Video study of lessons