



# Anchorholme Academy Design & Technology Policy



Adopted by Governors/HT: HT  
Review period: 3 years  
Last Reviewed March 2024  
Next review due by: 31 March 2027  
Person responsible: Miss Pitt

We believe that students deserve a Design and Technology curriculum which prepares them for the world they live in. We want to allow our children to have high aspirations to achieve more - through creating wider opportunities for them. We would like our students to feel safe, be **confident** and **curious**, in their learning environment and to take risks and learn from mistakes. We aim to promote and develop resilient, independent, **communication** and **collaboration** of lifelong learners with the abilities to solve problems utilising a range of transferable skills, this allowing them to access and become a successful and productive member of the wider community.

### **Aims and Objectives**

- 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 technical world.
- To build and apply a bank of knowledge, understanding and skills in order to design and create high-quality prototypes and products for a wide range of users to critique, evaluate and test their ideas and products and the work of others.
- To help develop the social skills necessary to work as a member of a team, as well as the ability to work independently when the situation demands.
- To understand and apply the principles of nutrition and learn how to cook.

### **Roles & Responsibilities**

#### **The Headteacher will:**

- Actively support and encourage staff, praising good practice and supporting staff development, in-service training (particularly for the DT Lead) and resources.

#### **The DT Lead will:**

- Monitor DT within the school e.g. through curriculum walks.
- Keep up to date with new developments and inform staff.
- Encourage other members of staff in their DT teaching and give support where appropriate.
- Ensure that DT keeps an appropriate profile within the school.
- Keep a portfolio for DT that will include photographs of pupils at work, curriculum walk reports, examples of planning and examples of pupils' work.

#### **The Class Teacher will:**

- Be responsible for the planning and teaching of DT, as set out in this policy.
- Follow the milestones and create planning a project.
- Provide evidence of work; recording work in booklets and taking photographs to share with staff in the DT floor book.
- Share work with parents, as appropriate.

#### **The Teaching Assistant (TA), when available during DT lessons, will:**

- Support the class teacher in delivering DT lessons, and in particular support those children with Special Educational Needs and Disabilities, where necessary.

## **Structure**

There are two strands of subject content:

### **1. \*Design and making**

- Plan
- Design
- Make
- Evaluate

### **2. \*Cooking and nutrition**

## **Curriculum and School Organisation**

DT is taught as a discrete unit although there may be links with others subjects when it is taught. Each year group is responsible for delivering the milestones throughout the year to ensure skills and knowledge are built upon throughout school.

Learning activities are sequenced to ensure progression as each unit builds on prior experiences. The children will be taught within a frame work of understanding that promotes values and attitudes.

Children:

- Work independently and with others, listening to others' ideas and treating these with respect;
- Can be creative, flexible and show perseverance;
- Critically evaluate existing products, their own work and that of others;
- Develop a respect for the environment and for their own health and safety and that of others;
- Recognise the strengths and limitations of a range of technologies and appreciate which are appropriate for particular situations;
- Develop their cultural awareness and understanding that all people are equal regardless of age, race, gender or ability and that there needs to be alternative solutions to meet the needs of individuals and groups of people;
- Find enjoyment, satisfaction and purpose through designing and making; and
- Apply value judgements of an aesthetic, economic, environmental, moral, scientific and technical nature.

Foundation Stage:

- Design and Technology in Foundation Stage focuses on introducing young children to basic concepts and skills related to designing, making, and problem-solving. The emphasis is on hands-on experiences –
- Play based learning provides children with opportunities to explore and manipulate materials, such as construction toys, blocks, or playdough.
- Sensory Exploration introduces children to different materials, textures, and colours, allowing them to explore and experiment with their properties.

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- Role-Playing and Imaginative Play encourages children to engage in role-playing scenarios that involve designing and making, such as setting up a pretend shop or building site.
- Construction and Building Activities provide children with a variety of construction materials, such as wooden blocks, magnetic tiles, or cardboard boxes, to build and create structures.
- Storytelling and Design by using stories and books as inspiration for design activities, such as designing and making a new house for the Three Little Pigs or creating costumes for characters in a favourite story.
- Nature and Outdoor Exploration which integrates natural materials and outdoor experiences into Design and Technology activities, such as collecting leaves or sticks to create a natural collage or building a den using natural materials.

### **SEND and More Able learners**

- All SEND children are supported to fully participate in all design technology lessons: teacher or TA support, peer support, differentiation of task and the use of practical resources.
- More able and aspiring more able children are challenged to complete more complex designs and to solve problems that they may encounter independently. They are encouraged to articulate their learning by explaining how they found a solution. They may also make links between their knowledge across the curriculum and apply them to everyday life.

### **Implementation**

Our pupils will undertake a range of DT projects throughout the school year. DT lessons involve a combination of whole class, group and individual teaching and children draw on disciplines such as mathematics, science, engineering, computing and art.

### **Assessment**

Assessments in DT are based on teacher observations and are made continuously throughout the school year.

Regular moderation of sessions within the year group will foster and develop quality judgements and ensure subsequent work planned, builds upon individual's knowledge and concepts. Photographic evidence of learning is saved on the staff drive and can be accessed by all members of staff and also in the DT floor book.

### **What are we assessing?**

1. How are children's thinking and planning skills developing?
2. How are children using and applying practical skills and knowledge?
3. How are children communicating their ideas verbally or in written form?
4. How are children evaluating their own work?

## **Resources**

All resources, both consumable and non-consumable, are located within each Year Group.

## **Health and Safety**

In line with our Health and Safety Policy, children should be

- Given suitable instruction on the operation of all equipment before being allowed to work with it.
- Strictly supervised in their use of equipment at all times.
- Taught to respect the equipment they are using and to keep it stored safely while not in use.
- Taught to recognise and consider hazards and risks and to take action to control these risks, having followed simple instructions.

### **Glue Guns**

- Low temperature glue guns should only be used by an adult in EYFS and KS1, unless there is one-to-one supervision for a pupil.
- KS2 children should use low temperature glue guns under supervision, in a designated work area, wearing safety goggles.
- Loose items of clothing must be tucked in and hair must be tied up.

### **Craft Knives**

- Craft knives, quick cutters and rotary cutters should only be used by an adult, preferably the teacher, in EYFS and KS1.
- KS2 children may use cutting equipment under supervision, in a designated work area, using a cutting mat and wearing safety goggles.

### **Sawing**

- All sawing must be supervised by an adult, preferably the teacher. o Bench hooks and clamps must be used when sawing any material.
- Safety goggles must be worn.

## **Food Hygiene**

- Pupils and staff will take care to undertake appropriate hand washing and other hygiene related activities prior to preparing food.
- Pupils and staff working with food should wear aprons designated for cooking.
- All jewellery should be removed and hair tied back.

## **Monitoring and Evaluation**

The Subject Leader will:

- monitor and evaluate pupils' work
- observe teaching of lessons
- monitor floor book
- pupil voice questionnaires

**Parental Involvement**

Parents may be involved in class-based work if they can offer a particular skill or extend and compliment the class teacher's skills and knowledge.

DT is to be promoted as much as possible on remote learning platforms including Class Dojo and Tapestry. Photos should be uploaded as much as possible to allow parents to see how children are learning through DT.