Springcroft Primary School

Design and Technology Policy

Date Adopted: January 2025
Author/owner: Springcroft Primary School
Anticipated Review: Autumn 2026

Approved	Signature	Date

Our Mission Statement:
The place to learn, the place to succeed, the place to make friends, the place to grow.

Purpose

The purpose of this policy is to outline the aims, principles, and practices for teaching Design and Technology (D&T) at Springcroft Primary School. D&T helps develop children's creativity, problem-solving, and practical skills, preparing them for a rapidly changing world.

Aims

Through the teaching of D&T, we aim to:

1. Foster creativity, innovation, and practical skills in designing and making products.
2. Equip children with technical knowledge and skills, including working with tools, materials, and processes.
3. Encourage critical thinking, evaluation, and improvement of their own and others' designs.
4. Develop an understanding of sustainability, ethics, and the role of design in solving real-world problems.
5. Promote teamwork, communication, and perseverance in collaborative projects.

Role of the D&T Coordinator

The D&T Coordinator is responsible for:

- Ensuring curriculum coverage and progression.
- Supporting staff with planning and delivery.
- Managing resources and equipment.
- Monitoring teaching, learning, and assessment.
- Organising CPD (Continuing Professional Development) for staff.

Parental Involvement

Parents are encouraged to support D&T learning by:

- Providing opportunities for creative activities at home.
- Participating in school projects or exhibitions showcasing students' work.

Curriculum

In EYFS children gain the fundamental skills of design and technology through the areas of expressive arts and design and knowledge and understanding of the world.

In KS1 and KS2, D&T is delivered through a planned curriculum that meets the requirements of the National Curriculum. Key areas include:

  - Structures
  - Mechanisms
  - Electrical systems

- Food and nutrition
- Textiles

Approach

Lessons are structured around the four elements of the D&T cycle; **design, make, evaluate, and technical knowledge**

- **Design:** Identify problems, research, and develop design ideas.
- **Make:** Use appropriate tools, techniques, and materials to create products.
- **Evaluate:** Reflect on the effectiveness, functionality, and aesthetics of their designs.
- **Technical Knowledge:** Develop skills such as measuring, cutting, joining, and using mechanisms or electronics.

Teaching and Learning

All D&T Lessons are designed to be practical, engaging, and inclusive. All activities are scaffolded to support learning for all learners and cross-curricular links are emphasized, particularly with science, mathematics, computing, and art.

Assessment

Teachers assess children's progress through observation, discussion, and evaluation of finished products. Constructive feedback is given to encourage improvement and build confidence. Children are encouraged to self-assess and peer-review their work. Assessment is formally recorded annually as per our assessment policy.

Resources and Safety

<u>Resources:</u>
A variety of tools, materials, and equipment are available to support hands-on learning. Teachers ensure resources are appropriate for age and ability.

<u>Health and Safety:</u>

- All activities are risk-assessed, staff receive training, and children are taught to use tools and materials safely.
- Protective equipment is provided where necessary.
- Supervision is maintained during practical sessions.

Inclusion and Equal Opportunities

All children have equal access to the D&T curriculum, regardless of gender, ability, cultural background, or additional needs. Adaptations and support are provided to ensure every child can participate fully. Children can access further D&T opportunities through extra-curricular clubs.

Monitoring and Review

This policy is reviewed by the D&T co-ordinator to ensure its effectiveness and alignment with National Curriculum expectations. The coordination and planning of the computing curriculum are the responsibility of the subject leader who regularly attends CPD/ training and network meetings, allowing them to keep informed about current developments in the teaching and learning of computing and by providing a strategic led and direction for this subject. Subject Monitoring takes place termly when lesson observations and feedback take place, along with pupil voice and the monitoring of children's work.