



# DESIGN & TECHNOLOGY (D&T) POLICY

## Autumn 2024

<b>PURPOSE OF STUDY</b>	<p>Christ the King understands that D&amp;T allows pupils to solve problems, think creatively and develop ideas. D&amp;T offers pupils a chance to use creative thinking and activity within a defined purpose and tangible outcome. The school is committed to nurturing pupils' curiosity and creativity, as well as preparing them for living in a modern world where technology is rapidly changing and advancing.</p> <p>In teaching D&amp;T, we aim to help pupils:</p> <ul style="list-style-type: none"><li>• Develop their design and making skills.</li><li>• Develop their knowledge and understanding of design and technologies.</li><li>• Use a wide range of tools and materials.</li><li>• Learn about working safely and protective measures.</li><li>• Work individually and collaborate with other pupils in a variety of contexts.</li><li>• Develop the capability to create products of a high standard through skills and understanding.</li><li>• Evaluate products, made by themselves, their peer groups and companies.</li><li>• Explore the man-made world and encourage discussion of how we live and work within it.</li><li>• Develop an interest in and understanding of technological processes and the role of manufacturing in society.</li><li>• Learn the principles of nutrition, healthy eating and how to cook.</li></ul>
<b>LEGAL FRAMEWORK</b>	<p>This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:</p> <ul style="list-style-type: none"><li>• DfE (2023) 'Keeping children safe in education 2024'</li><li>• DfE (2013) 'Design and technology programmes of study: key stages 1 and 2'</li><li>• The School Admissions (Infant Class Sizes) Regulations 2012</li></ul> <p>This policy operates in conjunction with the following school policies:</p> <ul style="list-style-type: none"><li>• Health and Safety Policy</li><li>• First Aid Policy</li><li>• Special Educational Needs and Disabilities (SEND) Policy</li><li>• Behaviour and Relationships Policy</li></ul>
<b>ROLES AND</b>	<p>The headteacher will be responsible for:</p>

<b>RESPONSIBILITIES</b>	<ul style="list-style-type: none"> <li>• Monitoring the teaching of D&amp;T throughout the school.</li> <li>• How D&amp;T should support, enrich and extend the curriculum.</li> <li>• The provision and allocation of resources.</li> <li>• The ways in which D&amp;T can benefit the aims and objectives of the school.</li> <li>• Overseeing the review of this policy in conjunction with the D&amp;T subject leader.</li> </ul> <p>The D&amp;T subject leader will be responsible for:</p> <ul style="list-style-type: none"> <li>• Implementing this policy across the school.</li> <li>• Maintaining resources and advising staff on the use of materials.</li> <li>• Assisting the headteacher in deciding on the allocation of resources.</li> <li>• Helping staff to plan future lessons and assessments and advising teachers on teaching methods they may wish to explore.</li> <li>• Encouraging staff and pupils to be creative.</li> <li>• Assisting the headteacher in reviewing this policy.</li> <li>• Monitoring the progression of teaching and learning.</li> </ul> <p>Classroom teachers will:</p> <ul style="list-style-type: none"> <li>• Plan and deliver interesting and engaging lessons that adhere to the national curriculum.</li> <li>• Provide equality of opportunity through their teaching approaches and methods.</li> <li>• Keep up-to-date assessment records.</li> <li>• Ensure pupils' development of skills and knowledge progresses through their learning and understanding of D&amp;T.</li> <li>• Set pupils suitable targets based on prior attainment.</li> <li>• Maintain an enthusiastic approach to D&amp;T.</li> </ul>
<b>AIMS</b>	<p>The school aims to assist pupils in achieving attainment targets set out in the national curriculum. By the end of each key stage, pupils are expected to know, apply and understand the matters, skills, and processes specified in the national curriculum. Pupils will learn a broad range of subject knowledge and draw on disciplines such as maths, science, engineering, computing and art.</p> <p>In accordance with the national curriculum, the school aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>• Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.</li> <li>• Build and apply a repertoire of knowledge, understanding, and skills in order to design and make high-quality prototypes for a wide range of users.</li> <li>• Critique, evaluate and test their ideas and products and the work of others.</li> </ul>

- Understand and apply the principles of nutrition and learn how to cook  
By the end of Key Stage 1, pupils will be able to;
- **Design** purposeful, functional, appealing products for themselves and other users based on design criteria and communicate their ideas often using Seesaw to record.
- Select and use a range of tools, equipment and materials to **make** their design.
- **Evaluate** their ideas and products against design criteria.

**Develop their technical knowledge about structures and mechanisms** e.g. levers, sliders, wheels and axles, in their products.

By the end of KS2, pupils will be able to:

- 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 then communicate through a wider variety of means: discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. Seesaw is often used to communicate and record ideas.
- Select from and use a wider range of tools and equipment, materials and components, including construction materials, textiles, and ingredients, according to their functional properties and aesthetic qualities to **make** their design.
- **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 D&T have helped shape the world.

#### **Technical knowledge**

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

#### **Cooking and nutrition**

As part of their work with food, pupils will be taught how to cook and apply the principles of nutrition and healthy eating.

By the end of KS1, pupils will be able to:

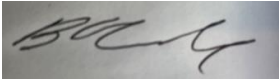
- Use the basic principles of a healthy and varied diet to prepare dishes.

	<ul style="list-style-type: none"> <li>Understand where food comes from.</li> </ul> <p>By the end of KS2, pupils will be able to:</p> <ul style="list-style-type: none"> <li>Understand and apply the principles of a healthy and varied diet.</li> <li>Prepare and cook a using a range of cooking techniques.</li> </ul> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>
<b>TEACHING CONTENT and RESOURCES</b>	<p>The school uses a variety of teaching and learning to develop pupils' knowledge, skills and understanding. Teachers will ensure pupils apply their knowledge and understanding when developing ideas, planning and making products, and then evaluating them.</p> <p>The school aims to do this through a mixture of whole-class teaching, group work, and individual activities. Pupils are given the opportunity to work on their own and collaborate with others, listening to their classmates' ideas and treating these with respect.</p> <p>The school has developed its own progression of skills and knowledge, often linked with other curriculum areas. EYFS have a woodwork bench and tools and there is a cooking unit available for the school to use as well as equipment for preparation and measuring.</p>
<b>ASSESSMENT</b>	<p>Pupils' D&amp;T work may be assessed throughout the design process and by teachers judging recorded work. Teachers will also assess pupils':</p> <ul style="list-style-type: none"> <li>Knowledge of tools, materials and equipment.</li> <li>Ability to record and communicate their design ideas and creations in a clear manner.</li> <li>Ability to use tools and materials safely and effectively.</li> <li>Ability to evaluate their work and the work of others.</li> </ul> <p>The majority of assessments will be conducted through observations and discussion.</p>
<b>TIME ALLOCATION  EQUAL OPPORTUNITIES</b>	<p>Due to the time required to construct a product, DT is often taught as a 'drop down day' per term.</p> <p>The school will remain an inclusive school that ensures all pupils are provided with equal learning opportunities, regardless of their characteristics or backgrounds and that reasonable adjustments are made where necessary to enable all pupils to participate in the D&amp;T curriculum.</p> <p>Teachers will adapt how they deliver the D&amp;T curriculum based on the needs of pupils.</p>

	<p>In order to ensure pupils with SEND achieve to the best of their ability, teachers will adapt targets and the delivery of the curriculum for these pupils.</p> <p>The D&amp;T curriculum will be delivered in liaison with the SENCO to ensure that the specific needs of pupils with SEND are met, and reasonable adjustments are made as required.</p>
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Signed by:  \_\_\_\_\_  
Headteacher

Date: 14/11/2024

Signed by:  \_\_\_\_\_  
Chair of governors

Date: 14/11/2024

**Policy to be reviewed: Autumn 2026**