Exceed Learning Partnership
• EVERY CHILD • EVERY CHANCE • EVERY DAY •

Edlington Victoria Academy

Design Technology Policy

PERSON RESPONSIBLE FOR POLICY:	MRS DENOVAN
APPROVED: MR G TINKLER	GOVERNORS
SIGNED:	ROLE: CHAIR OF GOVERNORS
TO BE REVIEWED: April 2028 (TWO YEARS)	April 2026

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Version	***Revision Date***	***Revised by***	***Section Revised***
2	October 2023	A Denovan	Policy updated by curriculum lead, new branding applied
3	April 2026	A Rowntree	Updated front cover

Definition

"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." ***(National Curriculum Document 2014)***

The national 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 intricate part of our day to day lives and it is therefore important that our children are taught how this subject is of great importance in our rapidly changing world. Children are encouraged to think creatively in order to solve problems and/or make improvements to existing ideas and products. It is through these methods that they can make positive changes to their own and others' lives. The teaching of Design and technology enables children to identify needs and opportunities, and to respond by developing ideas and eventually making products and systems. Through the study of design and technology children combine practical skills with an understanding of aesthetic, social and environmental issues, as well as functions and industrial practices. This allows them to reflect on, and evaluate, present and past design and technology, its uses and impacts.

Our objectives in the teaching of design and technology are:

• To give children the opportunity to take part in creative and practical activities
• To understand the importance of design and technology in the wider world
• To develop imaginative thinking in children and to enable them to talk about what they like and dislike when designing and making things
• To enable children to talk about how things work, and to draw and model their ideas
• To explore computing as a means of design
• To encourage children to be analytical and critical when they are considering and analysing products
• To encourage children to select appropriate materials, tools and techniques for making a product
• To follow safe procedures when using equipment
• To explore attitudes towards the world and how we live and work within it;

• To develop an understanding of technological processes and products, their manufacture and their contribution to society;
• To foster enjoyment, satisfaction and purpose in designing and making things.

Teaching Objectives:

National Curriculum Subject content:

Key Stage 1

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].

When designing and making, pupils should be taught to:

Design

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria

Technical knowledge

- build structures, exploring how they can be made stronger, stiffer and more stable
- explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.
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Key stage 2

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].

When designing and making, pupils should be taught to:

Design

- 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
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

- investigate and analyse a range of existing products
- 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 design and technology 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 [for example, gears, pulleys, cams, levers and linkages]
- understand and use electrical systems in their products [for example, 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 should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

Pupils should be taught to:

Key stage 1

- use the basic principles of a healthy and varied diet to prepare dishes
- understand where food comes from.

Key stage 2

- understand and apply the principles of a healthy and varied diet

- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

EYFS

Design and technology is taught within the 'Expressive Arts and Design' area of learning alongside art, music, movement, dance and role-play. The early learning goals for Expressive Arts and Design indicate what children should know, understand and be able to do by the end of the reception year. This learning is delivered through high quality design and technology, enabling children to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function, using what they have learnt about media and materials in original ways, thinking about uses and purposes.

How is Design and Technology taught at Edlington Victoria?

DT lesson are taught termly throughout each phase with each phase given autonomy to teach in a block for a set number of weeks or weekly sessions. Each lesson incorporators the Academy's expectations on Quality First Teaching with a specific focus on:

- Revisit and review opportunities
- Discrete vocabulary teaching within units
- Opportunities for self and peer evaluation
- An initial inquiry question (brief) to lead into learning and make learning relevant and purposeful.
- Practical lessons that focus on specific skills and substantive knowledge with the aim of creating high quality end products that meet the brief.

This is supported through the ***CUSP Design and Technology*** scheme.

A progression of skills document is available separately to this policy which outlines the progression of skills on the key strands for Design and Technology listed below:

- Mechanisms
- Structures
- Textiles
- Food and Nutrition
- Systems/ Electrical systems

As part of the unit of work, pupils will be taught both substantive and disciplinary knowledge. The disciplinary knowledge is progressive and is based around the theme of 'Working as a designer' focused on the 4 key areas of the National Curriculum:

- Design
- Make
- Evaluate

- Apply
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Assessment

As in all other areas of the curriculum, assessment is an integral part of the teaching process. Formative assessment is used to guide the progress of individual pupils in Design Technology. It involves identifying each child's progress in each aspect of the curriculum, determining what each child has learned and what should therefore be the next step in their learning. Formative assessment is mostly carried out informally by the teachers in the course of their teaching and should be based on the identified assessment opportunities. During a unit of work, teachers will measure a child's attainment through the assessment criteria identified at the planning stage. Children's progress in Design Technology is reported to parents through the pupil annual report.

Health and safety

A further Design and Technology risk assessment has been written to be read in conjunction with this policy.

Health and safety is important, particularly when working with tools, equipment and resources. Children should be given suitable instruction on the operation of all equipment before being allowed to work with it.

Children need to be taught how to:

- use tools and equipment correctly
- recognise hazards and risk control

Children should be:

- 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.

When undertaking a class activity involving these areas, it is the class teacher's responsibility to use a copy of the risk assessment. The risk assessment and their contents may be subject to change at any time, as determined by the subject leader, and should be checked every time and activity is planned.

Equal Opportunities

Care should be taken to give each child the opportunity to learn about the global community, regardless of race, religion, language or gender.

Inclusion

In line with the Trust Inclusion Policy, each child will have equal entitlement to all aspects of the Design Technology curriculum and to experience the full range of Design Technology activities. Where pupils need adapted resources such as scissors these will be provided to ensure inclusivity.

Resources

It is the responsibility of the teachers and the Design Technology coordinator to review the use of resources which will be replaced each term, budget permitting. Resources will be purchased by the coordinator. The purchase is based on the Design Technology budget which the coordinator is allocated from the main academy budget.

Role of the subject Leader

The subject leader will monitor the teaching and learning of Design and Technology across the school; ensuring a high quality, broad and stimulating curriculum. They will also support and facilitate opportunities that support the continued professional development of teachers in the teaching and learning of Design and Technology. A range of good-quality materials and tools, which enable teachers to resource and teach the subject effectively, will be maintained by the subject leader.

Role of Governors

Governors are responsible for approving all policies within the Academy. The LBG is responsible for meeting with subject leaders to gather insight and understanding of the D and T curriculum and challenge accordingly.