



Hampton Hargate Primary School

DT Policy

Date: AUTUMN 2025
Review date: AUTUMN 2028

Hampton Hargate Primary School believes that all children, regardless of ability and behaviour are valued equally. Groups of pupils (eg. SEND pupils, children in care, EAL pupils etc) are not viewed as separate but are part of the whole school approach. As a Dyslexia Friendly School, we understand the importance of pupils acquiring literacy and numeracy whilst promoting a broad and balanced curriculum, accessible to all. We recognise that different children's needs are met through varied and flexible provision and the use of different styles of teaching & learning throughout the curriculum. Every Child Matters (ECM) is an important part of the school ethos and we encourage all staff, governors, visitors, helpers etc to play their part in promoting this. This policy therefore applies to all our children, regardless of their gender, faith, race, culture, family circumstances or sexuality.

This school is committed to safeguarding and promoting the welfare and safety of all children and expects all staff to share in this commitment. All staff must follow the guidelines set out in the relevant section of **myconcern®** which is available online.

Intent

At Hampton Hargate Primary School, it is our intent that Design and Technology is an inspirational, practical and meaningful subject. Our children will be encouraged to be critical thinkers; learning how to creatively solve problems, both as individuals and in collaboration with others.

We encourage children to develop their imagination and creativity during the designing, making and building process. They are challenged in solving a variety of real and relevant problems within a variety of contexts, considering the needs, wants and values of others.

We aim to, wherever possible, link work to other subjects such as Science, Mathematics, Computing and Art - often under 'themed' units of learning.

Children will be exposed to a variety of appropriate technical vocabulary, building on key skills developed specifically to ensure progress across year groups.

Our children are also given opportunities to reflect upon and evaluate projects undertaken. Critiquing their successes and striving to consider the next step as designers.

Our children will have a secure understanding of how real-life designers have shaped the world in which we live, enabling our children to gain a deeper understanding of the skills and traits of a successful designer.

1. Subject Aims

Design and Technology is a practical, foundation subject within the National Curriculum which allows children to have first-hand experience and explore the world around them. We believe that children have an innate curiosity as to how and why things work. Therefore, in order to develop children's full potential as designers and makers, at Hampton Hargate Primary School we must try to ensure that there is continuity, progression, breadth and balance throughout the school in our planning and teaching of Design and Technology. We will do this in conjunction with the appropriate objectives of the National Curriculum (2014).

The aims of DT at Hampton Hargate Primary School are:

- To provide opportunities for children to experience designing, making, modifying and evaluating
- To provide opportunities for children to work with a range of materials including card, textiles, food and construction materials.
- To foster enthusiasm for DT and develop a more positive attitude for DT work in class.
- To encourage a healthy attitude towards correct health and safety procedures when using tools and equipment.
- To have knowledge of the correct language and terminology to record Design and Technology work appropriately
- To develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- To 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
- To be able to effectively critique, evaluate and test their ideas and products and the work of others
- To understand and apply the principles of nutrition and learn how to cook

2. Subject Areas

In the teaching and learning of DT, we can identify a number of subject specific areas of knowledge, concepts, skills and attitudes that are developed.

Concepts:

Materials and their working characteristics
Products and their applications
Quality and fitness for purpose
Control
Safe working
Structures and forces.

Skills:

Designing
Imagining
Generating ideas
Clarifying the task
Developing ideas
Communicating ideas
Organisation and planning
Talking, drawing, researching, reflecting, modelling and applying knowledge from other curriculum areas.

Attitudes:

Develop persistence in seeking solutions to problems
Develop desire to improve on solutions
Learn to work with others and appreciate the needs of others
Recognise the benefits of DT in everyday life and draw on own experiences

Making:

Manipulative skills, observational skills and aesthetic skills including cutting, shaping, joining, finishing and measuring.

Planning and Evaluating

Selecting
Choosing
Working safely
Critical awareness

3. Curriculum and School Organisation

In order to achieve the aims outlined previously, the teaching of Design and Technology at Hampton Hargate Primary School is approached in a flexible way throughout the school, within each Key Stage and subsequently each year group. We attempt to co-ordinate National Curriculum requirements within a cross curricular approach, thus providing development of skills and integration with other subjects. The various topics for each year group are organised over a two-year cycle, ensuring no repetition of teaching. However, there will be a need to teach the same skills and procedures year on year albeit for a different topic and project.

The Subject Leader will ensure progression and continuity across the school, and will liaise with staff and pupils alike to assess confidence and enjoyment of the subject.

Design and Technology is taught through a combination of direct teaching to introduce new skills, and providing pupils with real, enrichment-based experiences through appropriate contexts. This may take the form of practical activities for pupils, educational visits, use of teacher prepared material, everyday items and other resources such as the use of CAD including iPads and Chromebooks where appropriate.

Key Stage 1 and 2 plans are prepared in advance, ensuring that necessary materials and resources are available for the children to use. Cross curricular links are established as often as possible, hence DT can either be taught as a separate subject, or as part of the term's topic work. All teachers ensure that objectives are covered and the children gain all the skills and knowledge required for their age and Key Stage.

Reception children follow the EYFS framework. Indoor and outdoor provision ensures opportunities for construction and creative pursuits are always readily available. During the year, progression is planned through Autumn terms to Summer. Key skills are built up under the 'Specific Areas' of the EYFS Development Matters statements. Children construct vehicles, design pirate ships and create teddy bear carriers as part of cross-curricular projects.

All class teachers are expected to teach DT throughout the school, however there is a subject lead in charge of developing the subject within school. The lead receives an annual budget, through which resources are ordered, in addition to administration of subject information that needs to be updated. However, policy decisions, curriculum development and CPD opportunities involve some or all of the Senior Management Team.

4. Time Allocation

The organisation of DT as part of a topic approach may differ greatly between year groups, in addition to each Key Stage. Consequently, the amount of time allocated for the teaching of DT in any one term or week may vary for different classes and so is difficult to allocate a precise time scale. Teachers have flexibility with the subject and DT may be taught as an intensive project until completion or maybe integrated throughout a termly topic, achieving a balance with other curriculum areas. In some instances, teachers 'collapse the curriculum' to focus on DT for full days.

5. Class Organisation and teaching style

At Hampton Hargate Primary School class teachers are responsible for their individual class organisation and teaching style in relation to Design and Technology, while at the same time ensuring these complement the curriculum, as well as the overall aims and philosophy of the school.

Within any one class, children are given the opportunity to work as a class, as part of a group and as individuals. There are occasions when whole class activities are appropriate in the teaching of Design and Technology. These may include the introduction of a new topic, a new skill or activities leading to further group work (or when an activity generates so much excitement and enthusiasm it is impossible to work with only one group at a time). Group work eases pressure on resources and also offers the children opportunities to work together, sharing ideas, offering suggestions and deciding details. This enhances communication skills and the acquisition of technological vocabulary. Groups may be organised by ability (mixed or similar), age, friendship or other criteria. Children are encouraged to support each other and more able pupils will often take the lead and provide guidance to others in their group. Group work is organised so as to promote cooperation and effective learning and understanding. Children will be provided with designing and making assignments, focused practical tasks (where they can practise a particular skill) and activities in which they can investigate, disassemble and evaluate simple products.

A variety of resources are provided for the children and they are encouraged to make choices for themselves. Some of these resources are permanently accessible to the children. The choice of class organisation will be determined by the learning task or activity and the resources being used.

6. Assessment, Record Keeping and Evaluation

Assessment is used to inform future planning and to provide information about individuals' ability and progress. Assessment techniques will ensure that the teachers assess the ongoing design process rather than just the finished products or outcomes.

These techniques include:-

- Observation of pupils
- Items made by pupils
- Use of ICT as appropriate

When reviewing children's progress in Design Technology, teachers must consider:-

- Knowledge and understanding of materials and components
- Understanding of mechanisms and ICT control
- Ability to use materials and equipment safely
- Ability to develop, plan and communicate design ideas
- Interest and motivation in designing and making
- Ability to appreciate and produce items of quality that meet the intended purpose

Each child within school have access to their own DT folder (this may be in conjunction with other subjects in Key Stage 1) to store their work, including photographs, written accounts and worksheets. Records of each pupil's achievement are maintained to:

- Plan pupil's future learning
- Report progress to parents (end of year reports)
- Maintain a written record for each pupil

Evaluation may be through a number of methods, including:

- Monitoring of children's work and their achievements
- Analysis of teacher's planning
- Discussion amongst the staff

Assessments in DT are found on the school's staff shared with other foundation assessments, on *insight* and in the Lead's assessment folder of work demonstrating differing levels of ability

7. Lead Teacher's Role

This policy will be monitored by the DT lead regularly. The lead will also ensure that the policy is working in practice and review it every three years.

The lead will ensure that

- Resources are monitored and ordered where necessary
- Standards of teaching and learning are maintained according to curriculum guidelines
- They attend appropriate CPD training to keep up to date with current developments and initiatives which are in turn implemented into planning
- Inform colleagues of new ideas and changes in their subject
- Colleagues are encouraged and supported in the delivery of their subject
- They maintain an enthusiastic approach to their subject leadership.

8. Subject Monitoring

Subject Monitoring will be conducted according to the priority given to Design and Technology within the School Improvement Plan. The time scale involved may differ from year to year. It may be on an annual basis, but will also need to take account of any changes to the National Curriculum for Design and Technology.

9. Resources and Accommodation

Resources are shared between all year groups and all staff including visiting students have equal access to all resources. The teachers' resources, replacement materials, a variety of age-appropriate construction kits and shared resources are stored in the DT room (opposite the New Hall).

It is the responsibility of the teachers and the DT lead to review the use of resources and which ones will be replaced or purchased after review. The DT lead will monitor the use of resources. Staff are asked to inform the lead if any resources are damaged or need replacing. Staff are also asked to submit to the lead order forms for any resources to be added to the existing stock.

The purchase of resources is planned each year by the DT lead based on the DT budget. The DT budget will reflect the degree of priority which DT is being given in the School Development Plan for that particular year.

The DT lead reviews the use of resources and their storage annually in consultation with the rest of the staff. Recycled materials do not need to be purchased specifically but can be found in school, or by requesting the children bring them in from home, which is often met by overwhelming support from parents.

10. Equal Opportunities

All staff at Hampton Hargate Primary School are responsible for ensuring that all pupils, irrespective of gender, ability, ethnic origin and social circumstances have access to the whole curriculum, including DT. This policy also serves to ensure DT is seen as an equal subject, rather than gender specific. Selective grouping also ensures that children can benefit from experiences of others. Consideration of technology in other countries and cultures is also included within the planning and teaching of DT.

11. Special Educational Needs and Disabilities (SEND)

All children at Hampton Hargate Primary School will have the same chance to participate in Design and Technology. In all classes there are children of differing ability. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- Setting common tasks that are open-ended and can have a variety of results;
- Setting tasks of increasing difficulty where not all children complete all tasks;
- Grouping children by ability and setting different tasks for each group;
- Providing a range of challenges through the provision of different resources;
- Using additional adults to support the work of individual children or small groups.

At our school we teach DT to all children, whatever their ability. Design and technology forms part of the school curriculum to provide a broad and balanced education to all children. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This may include use of electronic recording such as clicker6, or via iPad or camera. This ensures that our teaching is matched to the child's needs. Sensitive grouping also encourages shared knowledge and minimises difficulties in specific areas for some children who have additional needs or disabilities.

12. More Able, Gifted and Talented

Class teachers identify pupils who excel in design technology. These pupils are provided with opportunities to further develop their skills and achievements and care is taken to set suitable learning challenges.

13. Health and Safety

It is the teacher's responsibility to ensure a safe working environment and the safety of the teaching equipment should be reviewed regularly. Teachers will make sure the activity is suitable for the age range of pupils and use of equipment is modelled by staff. We also teach children the importance of food hygiene, tidying resources and safe storage of equipment. Care is taken to ensure any children with allergies are not exposed to food used in cooking which may cause reactions. Planning is sensitive to avoid using foods which children are allergic to. Parents are asked to confirm whether children are allowed to cook, and food which they are allergic to at the start of the term.

When working with tools, equipment, materials in practical activities pupils should be taught:

- About hazards and risks and about risk control
- To recognise hazards, assess subsequent risks and take steps to control risks
- To use information to assess the immediate and cumulative risk
- To manage their environment to ensure the health and safety of themselves and others

14. Evaluation

Evaluation is carried out to enhance the teaching and learning of DT within our school. All staff within the classroom, both teaching and non-teaching, are responsible for supporting and assessing DT progress. Evaluation methods include assessing children's work and achievements. Comparisons of past and present work may be kept as evidence through photographs, evaluation sheets and put in folders in the classroom, on display or in the schools folder of excellence. Assessments in DT will be centrally located on ***insight***.

Some evaluation is ongoing and occurs through observation and discussion of children's work. Children are also encouraged to evaluate their own work and consider it objectively. For this, it is important to have an open and supportive environment. Monitoring of teachers planning is carried out to ensure objectives outlined by the National Curriculum are being actively put into action within the classroom.

The DT lead and Senior Leadership Team work collaboratively to consider any necessary changes or adaptations to the policy. Throughout the year, staff are encouraged to feedback information and ideas to the DT lead, including topic progression, availability or suitability of resources and other relevant comments. The timescale for evaluation may differ year on year, which is decided by the priority given to the DT section of the School Development Plan, for example, time allocated for classroom observation.

The DT policy will be reviewed every 3 years.

Review date - October 2028