



Design Technology Policy

Agreed at (please indicate with a *):

- Full Governing Body Meeting _____
- Children and Learning Committee Meeting _____*
- Resources Committee Meeting _____

Date: 16.11.23

Design Technology Policy

*“Creativity is allowing yourself to make mistakes.
Design is knowing which ones to keep.”*

Anon

1. What is the vision for Design Technology at Stamford Green?

It is our vision that our children:

- See themselves as engineers, cooks, designers and creators.
- Learn how to use a wide range of materials and tools correctly and safely that are able to use independently when making their ideas.
- Develop the skills when creating designs for their ideas and know how to make their designs into prototypes and final products.
- Learn how to be reflective and evaluative – using these skills to develop ideas further.
- Understand what makes a healthy diet and develop a range of techniques to cook their own dishes.

2. Our Design Technology curriculum is brought to life by our seven commitments:

HAPPINESS

Our Design Technology (DT) lessons will engage, excite and motivate the children and as a result, they will have positive attitudes to their learning. They will see themselves as engineers and creators and will enjoy the designing and making process of a product. The children will enjoy learning how to use a range of tools and materials to enable them to create their product. Children will enjoy how, once they are proficient with a particular skill e.g. cutting, strengthening, they are free to use when designing creatively.

INSPIRING

Children will feel inspired in DT lessons as they know that they will learn how to use tools and develop skills to create their own ideas. Children will feel inspired through our enquiry question approach as they seek to answer the question, through using their ideas. As the children learn the skills in Design Technology, such as cutting, joining, strengthening and designing (for example), they will feel motivated when making their own designs. Children will feel inspired by learning how to use a range of cooking techniques, in each year group, which they will then be able to use beyond the classroom. Through the planned approach to developing evaluative skills, children will understand how to take on board feedback and evaluate to then use this with developing products further.

LEARNING

Our enquiry questions give the children the context for learning a wide range of designing, making and evaluative skills. Throughout the term, children will learn how to develop their skills and master a particular technique (such as sewing, woodwork, using cams, for example) before utilising these skills in their designs. They will also learn how to use a range of tools correctly and safely. Children will progressively learn how to be creative in the designing stage, keeping in mind the purpose and design brief at all times. As they progress through the school, they will learn about refining designs and creating prototypes before making their final product. Finally, children will learn how to evaluate purposefully, with the design brief in mind. In every year group, children will learn how to develop their cooking skills and will design, make and evaluate a food product. Children will learn and use technical vocabulary correctly, enabling them to talk like an engineer.

TOGETHERNESS

As the children develop their engineering and culinary skills, they will show togetherness, working together to hone a technique. Children will help each other as they improve their technical skills e.g. holding materials together as they are either cut, joined or strengthened. Children will work

together as they learn how to evaluate. Children will learn to recognise that evaluations are not a criticism of their work and can be used to develop products and ideas further. Children will learn how to effectively evaluate each other's design and products.

VALUES

The school's twenty two values will be exemplified in DT lessons as we see children demonstrating self-belief effort and independence. There will be times when designs do not go to plan and the children will learn the value of resilience, patience and perseverance, enabling them to keep going and not give up. Children will work together showing co-operation, sharing and manners. Throughout the whole DT process, children will demonstrate reflectiveness as they continually evaluate and refine their ideas.

AMBITION

We are ambitious for our children through the exciting and engaging enquiry questions, which whilst having a particular technical focus, are also open enough to allow children to think creatively and originally. We want the children to see themselves as engineers and creators, who have a range of technical and practical skills that they can apply and solve problems. We ensure that the children will learn how to use a range of tools, safely and correctly. In addition, we are also ambitious for our staff too and ensure that there is regular commitment to develop teachers' continuing professional development and learning in this area of the curriculum.

ACHIEVEMENT

Our approach to teaching DT ensures that children will learn the whole process of designing, making and evaluating. They will develop evaluative skills, considering the design brief, drawing on strengths and things to improve. As they create their own finished products of their designs, children will have a sense of achievement. Children will know how to use a range of tools correctly and safely and will be able to apply this knowledge outside of the classroom, e.g. helping at home in the kitchen.

3. By the end of Year 6 at Stamford Green, our children will...

Behaviours	The children will see themselves as engineers, as creators and as cooks. They will have positive learning behaviours to this area of the curriculum and will use a wide range of technical vocabulary, correctly and in context.
Attitudes	Children will demonstrate positive attitude in DT lessons. They will show resilience and self-belief when designing and creating and will demonstrate co-operation when working with their peers. Children will develop a positive attitude to evaluation, seeing it not as a criticism but as an opportunity to develop ideas further.
Skills	The curriculum enables the children to have a developed, wide range of engineering and culinary skills. They will learn how to use a range of tools and materials correctly and safely. Each term, the children will learn how to create designs, make a product and evaluate. This approach will ensure that by the time children leave us in Year 6, they have developed these skills to an accomplished standard.
Knowledge	Our children will have a detailed knowledge and understanding of how to design and evaluate their ideas. They will draw on their knowledge of existing products when creating ideas and will know how to plan with a particular focus in mind. When evaluating, children will know how to draw on the design brief and will know how to reflect, making suggestions about further improvements. They will understand about the importance of healthy eating and will create products drawing on this knowledge.
Experiences	Our DT curriculum ensures that throughout the school, children will have a range of experiences. In every year group, they will learn how to cook and prepare food. They will learn how to make structures, use textiles, create electrical systems, for example.

Technology	Children will have created a range of technological products throughout their time at the school. They will use technology to support in the planning process, enabling the children to research their ideas. Technology will also be used when evaluating, allowing the children to gauge feedback and develop their ideas further. Children will understand what computer aided design is and how digital computing can be used
Sustained	The children will have developed a range of technical skills that they are able to apply independently, outside of the classroom. Children will use these skills and knowledge as a basis for their further study at secondary school as well as every day life.

4. Feedback and Assessment

- a) For further information about how the school provides feedback to the children and how teachers make assessments about a child's learning, please refer to the Assessment (including marking and feedback) Policy.

5. Inclusion

- a) Learning opportunities will be available to every child, regardless of race, gender, class or ability. Pupils will be encouraged to value social and cultural diversity through their learning. They will listen to, and participate in a variety of experiences in a positive and constructive manner.
- b) We recognise that in all classes, children have a wide range of abilities and so therefore we seek to provide suitable learning opportunities for all children by matching the challenge of the learning to the ability of the child.
- c) For further information, please refer to our Special Educational Needs and Disabilities (SEND) policy and our Teaching and Learning Policy.

6. Subject Organisation

- a) The school operates a two week timetable for Years 1 to 6 and DT will be taught every fortnight. The use of a two week timetable ensures that the children are able to develop their DT skills and knowledge on a regular basis, building on previous learning for an extended time. The regular teaching of DT on a fortnightly basis allows for spaced retrieval and purposeful practice.
- b) DT is planned through the use of an enquiry question, where all of the learning through the term is focused towards the children developing the skills and knowledge to be able to answer the enquiry question. For further detail, please refer to the Design Technology Compendium.
- c) The Design Technology Compendium ensures that the children learn about a wide range of DT practices, such as mechanisms, structures and electrical circuits across the primary age range. In addition, children will learn about Food Technology in every year group.
- d) For further detail about how the Early Years is taught, please refer to the Early Years Compendium and Early Years Policy. The Design Technology Compendium details the skills that are taught in the Early Years in the Understanding the World curriculum areas.

7. Monitoring and Evaluation

- a) The work of the DT subject leader involves ensuring that the curriculum is well planned, being informed about current developments in this area and providing a strategic lead and direction for the subject in the school.

8. Health and Safety

- a) Pupils will develop knowledge and understanding of health and safety implications for designers, makers and consumers including:
 - i. Assessing risks to themselves and others.
 - ii. Taking action to control these risks.
 - iii. Recognising hazards to themselves and to others in a range of products, activities and environments.
 - iv. Using equipment in accordance with health and requirements.
 - v. Understanding the need for safe practice in using tools and materials and how to achieve this.
- b) All adults working with pupils in DT will be made aware of the health and safety implications and of the school's first aid policy.
- c) Risk assessments are carried out as appropriate by the class teacher and include familiarising themselves with a child's Health Care Plan (HCP) so that any children with food allergies are planned for.



Curriculum Risk Assessment – Design Technology

Completed by: Vicky Swann/Heather Price

Date: 16.11.23

Review date: 16.11.26

Hazards	Groups at people at risk	Existing Controls	Risk Level
Glue: <ul style="list-style-type: none"> Contact with eyes and skin 	Pupils Staff	<ul style="list-style-type: none"> Pupils are instructed not to use excessive amounts to avoid spillages Adhesives to be water based rather than solvent based and they must be non-toxic Superglue, wallpaper paste and spray adhesives containing fungicides must not be used Any glue which gives off heavy vapours should not be used unless the area is very well ventilated Manufacturer's instructions should be read and followed by all staff Pupils will be taught how to use glue safely Any spillages will be cleared up immediately Pupils will wash their hands if glue comes into contact with it Remind particularly young children or children with SEND they should not put glue in their mouths and staff should monitor the use 	Low
Scissors <ul style="list-style-type: none"> Cuts and nips 	Pupils Staff	<ul style="list-style-type: none"> Only round headed scissors to be used by pupils Pupils are supervised during the activity and given instructions in the safe use of scissors Any faulty or damaged scissors should be disposed of 	Low
Wire Trimmers: <ul style="list-style-type: none"> Cuts and nips 	Pupils Staff	<ul style="list-style-type: none"> Demonstrate the correct use and point out the dangers Pupils are supervised during the activity and given instruction in the safe use of any equipment given Wire trimmers must be counted out and in and properly stored Any faulty or damaged trimmers are disposed of 	Low
Wiring up circuits: <ul style="list-style-type: none"> Shocks Pokes with the wires 	Pupils Staff	<ul style="list-style-type: none"> Inform the pupils that the end of wires can be sharp and monito safe use Power is 1.5V batteries which are quite safe to use 	Low

<p>Hack saws:</p> <ul style="list-style-type: none"> Cuts and abrasions 	<p>Pupils Staff</p>	<ul style="list-style-type: none"> Pupils are supervised during the activity and given instruction in the safe use of saws Demonstration given at the beginning of every session used to show safe use, carrying and storage of hack saws Pupils to use bench hooks correctly Hack saws must be counted out and in and properly stored Any faulty or damaged hack saw blades should be disposed of 	<p>Low</p>
<p>Sewing:</p> <ul style="list-style-type: none"> Needle injury 	<p>Pupils Staff</p>	<ul style="list-style-type: none"> Demonstrate the activity and point out safe storage of needles Pupils to be supervised during the activity Type of needle used to be dependent on age of the pupils Needles to be counted out and back in again at the end of the lesson 	<p>Low</p>
<p>Making holes in paper, card and plastic:</p> <ul style="list-style-type: none"> Stabbing injuries Cuts and abrasions 	<p>Pupils Staff</p>	<ul style="list-style-type: none"> Demonstrate the correct use of hole punchers and craft punchers When using a pencil to punch a hole, point away from the face and taking care of fingers, using blu-tac if necessary 	<p>Low</p>
<p>Cutting/peeling/grating food:</p> <ul style="list-style-type: none"> Cuts and abrasions 	<p>Pupils Staff</p>	<ul style="list-style-type: none"> Children will only use knives under supervision Approved knives bought by the DT Subject Leader will only be used Demonstrate the correct technique when peeling, grating and chopping so that children know to use the skills safely A cutting board or mat should be used to avoid damage to unprotected surfaces and to prevent the knife from slipping 	<p>Low</p>
<p>Food</p>	<p>Pupils Staff</p>	<ul style="list-style-type: none"> Care will be taken when handling food Food hygiene to be taught including washing of hands, tying up of hair All equipment should be washed after use All surfaces must be cleaned thoroughly before use Adults are to place and remove trays in/from hot ovens 	<p>Low</p>

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| | | <ul style="list-style-type: none">• Baking should be consumed on the day or sent home that night | |
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