

Barton Seagrave Primary School Design & Technology Policy

At Barton Seagrave Primary School, our intent is to provide an inspiring and practical DT curriculum that encourages children to use their imagination to solve real and relevant problems. We aim to:

- Develop the **creative, technical, and practical expertise**, needed to perform everyday tasks confidently.
- Build a progressive repertoire of **knowledge and skills**.
- Enable pupils to **evaluate and test** their ideas and products.
- Inspire a **love of cooking** and an understanding of nutrition and healthy eating.
- Strengthen **resilience** and **independence** through practical problem solving.

These aims will be taught through an iterative process, a user-centred approach where pupils design, make, test, and evaluate products, then use feedback to refine their work. It emphasises learning from mistakes, continuous improvement, and prototyping to solve real-world problems rather than focusing only on a finished product

Curriculum Implementation

Planning for our Reception pupils, is derived from the **Early Years Foundation Stage (EYFS) framework** within the **Expressive Arts and Design** area of learning, specifically under the **Creating with Materials** Early Learning Goal. Our Key Stage 1 and Key Stage 2 curriculum is structured around the five core strands of the National Curriculum: **Design, Make, Evaluate, Cooking and Nutrition** and **Technical Knowledge, which incorporates structures and mechanisms**.

- **Foundation Stage:** Focuses on developing practical and design skills through exploration of materials and mechanisms, experimenting with designs and creating models, sharing ideas, using small tools and manipulating materials.
- **Key Stage 1:** Focuses on basic design concepts, identifying materials, exploring simple mechanisms like levers and sliders and making structure stronger and more stable.
- **Key Stage 2:** Progresses to more complex structures, mechanical systems (gears, pulleys), computer-aided design (CAD) where appropriate and electrical systems (Incorporating series circuits, switches, bulbs, and motors into products).
- **Cross-Curricular Links:** DT is linked to Core and Foundation subjects including Mathematics, Science, Computing, and Art to provide a holistic learning experience.
- **Cooking and Nutrition:** A statutory requirement where children learn the principles of a healthy diet, where food comes from, and basic cooking techniques.

Teaching and Learning

- **Planning:** Pupils undertake three designs projects during each year, focusing on structures and mechanisms, textiles and cooking and nutrition. Units are based on a long-term progression framework to ensure that skills are built upon each year. Units may be stand alone or linked to another subject or topic. The planning considers the 'iterative process' and builds on the National curriculum core strands, design, make and evaluate, ensuring the progression of technical knowledge for structures, mechanisms, cooking and sewing.
- **Inclusion:** All pupils have full access to the DT curriculum through a range of open-ended tasks and additional adult support. Assessment in DT focuses on the design process, innovation, and idea generation as much as practical execution, allowing for multiple solutions to a single problem. Progress is captured through varied media, including annotated sketches, photographs, and verbal explanations, ensuring that assessment does

not rely solely on written output or a finished product. The DT Subject Leader will regularly monitor the curriculum and learning environment to identify and assist with removing any barriers to participation.

Health and Safety

Throughout any DT project, the safety of our pupils is our primary responsibility. The following procedures are strictly adhered to:

- **Supervision:** Children are strictly supervised at all times when using cutting or gluing tools or equipment. Following guidelines set out in each risk assessment for the tool or activity.
- **Risk Assessments:** Teachers must complete or review risk assessments for specific tools and activities before lessons and share the information with pupils. Carefully following the control measures and adult/pupil ratio.
- **Food Hygiene:** Aprons are worn, hands are washed, and surfaces are cleaned before any food preparation.
- **Allergies:** Teachers check for food intolerances and allergies before any cooking activities.
- **Integrity check:** Each piece of equipment or tool must be checked before use to maintain the integrity of the tool, ensuring it remains in safe working order and is fit for its intended purpose. This is essential to identify deterioration, damage, or wear before it results in a safety hazard or equipment failure.
- **Safety knives and peelers:** A risk assessment is to be read by all adults participating in the activity and shared with all pupils prior to beginning the activity. If any child does not adhere to the safety instructions, they are to be removed from the activity until the time when the adult deems the child is ready to continue. The equipment is stored in a box in a locked drawer, when collecting, the adult responsible will complete a sign out sheet and sign the equipment back in again when the session is finished, they will repeat this process for the next group.

Assessment, Monitoring and recording

- **Formative Assessment:** Ongoing teacher observation and verbal feedback during lessons help gauge progress and forms part of the iterative cycle where pupils continuously evaluate their work and make changes if deemed necessary.
- **Summative Assessment:** Progress is recorded against the EYFS Framework for Reception pupils and the National Curriculum objectives for Key Stage 1 and 2, at the end of each unit.
- **Monitoring:** The DT Subject Leader will conduct learning walks, planning and work scrutiny, and pupil interviews to ensure high standards of teaching and learning throughout the school.
- **Recording and evidence:** Progress is recorded through observing made products, photos throughout the process and pupil self-evaluations.

Roles and Responsibilities

- **Subject Leader:** Responsible for the strategic direction of the subject, resource management, and supporting colleagues.
- **Class Teachers:** Responsible for planning, safe delivery of lessons, and maintaining a clean work environment.
- **Headteacher & Governors:** Responsible for ensuring the statutory requirements of the National Curriculum are met.

Date of Policy: April 2026

Review Date: April 2027

Approved by: Headteacher _____
Governor _____