



HILLTOP
PRIMARY SCHOOL

Design Technology Policy

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Rationale

Design and technology is an inspiring and practical subject which allows children of all abilities at Hilltop to engage and enjoy learning the different skills. It allows children to use their reflective skills and imagination to design and make products that can solve real life problems, taking into consideration their own and others needs, wants and values. This allows for an abundance of opportunities at Hilltop to teach children to take risks, become resourceful, and become capable citizens. At Hilltop we hope to embed real life contexts into their projects, where they are then able to begin to make links between the skills that they are taught and how they can be applied in their everyday lives. Design and technology follows the process of plan, create, evaluate so the children play a very active role in all aspects of creating a product, which builds on their critical thinking, problem solving, and reflective skills.

Aims

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.

Objectives

- To increase children's awareness of and the importance of design and technology in our lives and the processes and products which contribute to society.
- To nurture creativity and innovation through designing and making.
- To make all children aware of aspects of health and safety.
- To develop imaginative thinking in children and to enable them to talk about what they like and dislike when designing and making things.
- To foster a sense of enjoyment, purpose and pride in their ability to make.

Teaching

At Hilltop, children are taught the skills from the skills map by following the process of plan, create and evaluate. This allows for there to be a clear process that is followed when creating products and allows children to consider factors such as the users and their needs.



The skills that are taught link directly to the National curriculum and are linked to a topic where possible. Each key stage builds on skills taught in the previous years to show a clear progression.

The use of computers should be encouraged during projects as well as links to literacy, numeracy and PSHE where appropriate. At Hilltop, we aim to make links between Design and Technology and all other subjects where possible to ensure children are creating links to other areas of their learning.

Inclusive Teaching

At Hilltop Primary Academy teachers provide opportunities for all pupils to experience success, by adapting lessons, whilst maintaining high expectations for all. During DT lessons, teaching assistants are deployed to support learners who might require additional help or pupils who need more challenge. Resources are well-designed and adapted to meet the needs of all individuals and the use of questioning is carefully considered to provide greater scaffolding or greater stretch.

Recording, Assessing and Reporting

All projects should be recorded through the use of design ideas, photographs and an evaluation within their art/DT books. Each class has a DT portfolio which should include pupil voice and photographs of the making process. The portfolios will follow the children up through the school to show their learning throughout their time at Hilltop.

Completed work should be developmental marked, where possible, and children should be provided with verbal feedback throughout the design and make process to ensure they continue to think critically.

Information on a child's progress in Design and Technology will be communicated to parents through the end of year academic report.

Resources

Our DT department is well stocked; meaning children always have the equipment and resources available to support them across all areas of study, including sewing, food technology, mechanisms, sliders and pulleys, etc.

Teachers should ensure any resources are returned to the cupboard to be readily available for others. Cooking can take place in the staff room. The Design and Technology budget



covers the costs of materials and tools and any specific materials but children may be asked to bring materials from home if possible. Children may be asked to share materials they bring in and the school will provide more if necessary to ensure all children are involved in the project.

Health & Safety

All staff members should ensure that children are instructed on how to be safe when using tools in Design and Technology lessons. Equipment such as glue guns and saws should be supervised closely. When cooking, adults should put items into and take items out of the oven and warn children not to touch anything hot. Children should be supervised closely when using sharp objects and all allergies should be checked in advance to the lesson.

Equal opportunities

Our Design and Technology planning will allow for the needs of all the children in our school, ensuring that all are involved and included in each process of the projects we undertake.

Foundation Stage

At Hilltop, we aim to encourage the development of skills, knowledge and understanding that help children to begin to lay the foundation for later work in Design and Technology. This includes asking questions about how things work, investigating and using a variety of construction kits, materials, tools and products, while developing their making skills. We provide a range of experiences that attract children's interest and curiosity, allowing them to think critically and partake in discussions with their peers and supporting adults.

Statement of Equality

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.



Equality Impact Assessment

Who is the policy or process intended for?	Pupils	Employees	Govs/ Trustees	Volunteers	Visitors
		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Status of the policy or process:	New policy or process			Existing policy or process	
	<input type="checkbox"/>			<input checked="" type="checkbox"/>	
Analysis					
Protected Characteristic	Impact analysis			Explanation of impact analysis	
	Positive	Neutral	Negative		
Age:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Disability:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Sex:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Gender reassignment:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Race:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Religion or belief:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Sexual orientation:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Marriage or civil partnership:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Pregnancy and maternity:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Pupil groups (PP/SEN/CLA):	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Evaluation and decision making					
Summary of action taken:					
Final decision:					