

# Applecroft School



## Design Technology (DT) Policy

<b>Person Responsible:</b>	<b>Design Technology Curriculum Leader</b>
<b>Review Cycle:</b>	<b>Annual</b>
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# Design Technology (DT) Policy

## 1) Introduction:

### **School Vision:**

'To be a positive and inspiring community that nurtures each individual and empowers leaders for life'.

### **School Mission Statement:**

'Nurturing Potential, Inspiring Minds, Changing Lives'.

### **School Values:**

- Ambition and Leadership
- Kindness and Supportiveness
- Respect and Honesty
- Determination and Resilience.

## 2) Our aims and objectives including breadth of study:

Using the objectives from the National Curriculum and Early Years Foundation Stage as our base, it is our aim to:

- 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.

## 3) Curriculum Intent:

Design Technology aims to provide pupils with a well-rounded understanding and application of design, creativity, problem-solving, and technological literacy. Our intent is to cultivate a curiosity for innovation, develop practical skills, and foster an appreciation for the importance of design in everyday life. Through DT education, pupils should become independent, confident, and resourceful learners who understand the value of taking calculated risks and learn from their mistakes.

### **We aim for all pupils to:**

- To develop pupils' imaginative thinking, creativity, and critical analysis skills through engaging in design and making activities.
- To provide pupils with opportunities to apply knowledge and skills from other subjects, such as mathematics, science, and computing, to solve real-life problems.
- To foster pupils' resilience, resourcefulness, and risk-taking abilities in a safe and supportive environment.
- To encourage pupils to evaluate and reflect on their own design decisions, processes, and outcomes, promoting a sense of pride and ownership.
- To develop an understanding of ethical, social, and environmental factors related to design and technology, including sustainability and the impact of choices made.

#### **4) Curriculum Implementation:**

Design Technology is included as a standalone subject within Applecroft School's curriculum, with clear learning objectives and a progressive scheme of work provided by CUSP. It is designed to include a range of DT experiences, covering various materials, tools, and techniques, ensuring breadth and depth of learning. Cross-curricular links with subjects such as Mathematics, Science, Art, Computing, and Geography are made, enriching the overall learning experience. DT is taught through six topics: mechanisms, structures, food and nutrition, understanding materials, textiles, and systems, including electrical systems. Each topic is split into three lessons that are taught in a modular approach to allow the children to dive deep into the learning and become immersed in the topic being taught.

Children in EYFS are taught DT through their adult-initiated learning tasks, following the CUSP curriculum while adhering to the statutory framework for the EYFS.

CUSP provides regular opportunities for teachers and leaders to receive professional development support to enhance their subject knowledge and teaching pedagogy. Teaching staff effectively use questioning techniques, discussions, and demonstrations to facilitate pupils' learning, thinking, and problem-solving.

Pupils actively engage in practical design and making activities, using a range of materials, tools, and equipment. Design projects are authentic, relevant, and purposeful, encouraging pupils to apply their knowledge and skills to solve real-life problems. Pupils are given opportunities to design and create across different contexts, including individual and group projects, and are encouraged to reflect on their work and make iterative improvements. Teachers actively model and reinforce health and safety practices, ensuring a culture of safety is embedded within DT education.

Applecroft provides a well-equipped stock of resources with access to a variety of tools, materials, technologies, and resources. Resources and facilities are regularly maintained, enabling pupils to explore and experiment with different materials and techniques in a safe and effective manner.

Provision is inclusive, tailored to meet the needs and abilities of all pupils. Differentiation strategies are employed to challenge and support pupils effectively, allowing them to make progress irrespective of their starting points. Pupils are provided with equal opportunities to access and engage with DT activities, regardless of their gender, ethnicity, or background.

#### **5) Curriculum Impact:**

The impact of our curriculum at Applecroft shows that pupils' creativity and problem-solving skills are nurtured, fostering their ability to think critically, generate ideas, and take risks. The children exhibit confidence and resilience as they design and create, displaying perseverance and determination when facing challenges. Pupil engagement and motivation significantly increase as they develop an enthusiasm for the subject and apply their skills to solve real-world challenges. Children work collaboratively, resulting in their communication skills improving, enabling them to work effectively in teams, share ideas, and consider different perspectives. They develop a deeper understanding of the design process and the principles of good design, leading to an appreciation of aesthetics and functionality in everyday life. Pupils' technological literacy improves, as they develop skills in using a range of tools, materials, and technologies. Their

understanding of health and safety practices increases, enabling them to work confidently and responsibly with tools and materials. Through DT education, pupils become more aware of the impact of Design Technology on individuals, communities, and the environment. Pupils develop an interest in related careers, understanding the diverse opportunities available in the design and technology industry.

#### **6) Learning and Teaching Styles (include approaches for disadvantaged children including SEND):**

We use a range of learning and teaching styles in our Design Technology lessons to ensure all children are able to access the curriculum. Teachers are encouraged to adapt their teaching to meet the needs of the children in their class to ensure all children have the opportunity to develop their skills and knowledge in each key discipline taught in DT. Our CUSP curriculum provides SEND support and guidance on how to adapt the lessons to meet all needs. Teachers are given support from leaders to effectively scaffold for disadvantaged children, including those with SEND. Resources and materials used will be adapted depending on the class needs, and learning will be scaffolded for those who need it.

Teachers employ a range of teaching and learning strategies in Design Technology, including:

- Practical activities with hands-on experience.
- Investigation and experimentation.
- Researching and designing prototypes.
- Using a variety of tools, equipment, and materials.
- Collaborative work to enhance teamwork and communication skills.
- Encouraging students to evaluate and improve their own work and that of others.

#### **7) How do we plan and organise our lessons?**

Planning is adapted by teachers and shared across year groups. Lessons are delivered through two-hour sessions in the afternoon. DT is taught in a modular sequence across the school to fully immerse children in the curriculum. Each DT topic is taught within a dedicated week, during which teachers explore the learning in depth to provide pupils with the knowledge and skills they need to design, make and evaluate the product linked to the learning question.

Some lessons may require children to be grouped and taught in separate sessions to ensure equal access to resources and materials. Food and Nutrition topics are mainly taught in groups to ensure that all children are appropriately supervised when using cooking equipment.

CUSP lessons are structured around six key phases: connecting to prior learning, explaining the new learning, modelling an example, providing time for pupils to practise the task, applying the newly taught skills independently, and offering challenge through opportunities for deeper thinking.

#### **8) How do we make DT inclusive?**

At Applecroft School, we believe that every child has the right to an excellent education, to develop a love of learning, and to feel successful, no matter their starting point or any 'barriers to learning' they may have. To enable this, we adopt a personalised approach to the curriculum, with different support and scaffolds provided for children to help them succeed. Teachers will make appropriate modifications based on student ability, ensuring that every student can access the curriculum and make progress. Resources and materials will be adapted to cater to the diverse needs of students, including those with special educational needs and disabilities (SEND).

### **9) Contribution of the DT to teaching in other curriculum areas:**

Children are encouraged to problem-solve and think innovatively in their DT lessons to design, make, and evaluate products for different uses. Problem-solving skills and effective questioning are embedded throughout the curriculum. Opportunities are provided to integrate DT with other subjects, such as Science, Maths, Art, and Computing, to encourage interdisciplinary learning. Children will need to use their English skills to understand the criteria of a design and to use written English to evaluate a product. Children will use maths to measure and draw accurate designs of their product and when using geometric shapes. Computing skills are linked to DT when using technology to design and make a product. Science skills are linked to DT when learning about electrical systems in years 4 and 6. Children are encouraged to draw and edit a design, which links well to their Art and Design drawing topic when learning specific techniques for different drawing purposes.

### **10) What is our approach to equal opportunities (considering disadvantaged)? How do we ensure equal opportunities in DT?**

We believe it is the right of all children, regardless of their ability, cultural background, ethnicity, gender, disability, home or linguistic background, to have access to high-quality learning experiences in a stimulating and supportive environment where prejudices and stereotypes are challenged. All pupils have equal access to the DT curriculum, regardless of any protected characteristic, including gender, race, cultural background, ability, or any additional needs. Teaching in DT is organised to enable children of all abilities to access the curriculum, and any activities will be adapted in order to support all pupils in the class.

### **11) Health & Safety**

Health and safety are paramount considerations in the Design and Technology to ensure a secure and productive learning environment. All students and staff must adhere to proper safety protocols when using tools, machinery, or engaging in any practical activities. This includes wearing appropriate protective gear, such as goggles, gloves, and aprons, as well as being trained in the safe operation of equipment. Individual risk assessments for Food & Nutrition, Food Preparation, General Tools, and Textiles are conducted on a yearly basis and are in each classroom across the school. It is crucial that students are educated about the potential hazards of materials and processes and understand the importance of following safety guidelines. By fostering a culture of safety and responsibility, we aim to ensure that everyone can work in a secure environment while developing their practical skills.

### **12) Food Allergies and Intolerances**

We are committed to ensuring the safety and well-being of all students when working with food. We take food allergies and intolerances seriously and make every effort to accommodate students with specific dietary needs. Teachers are aware of all allergies and intolerances of the children in their class, and a document is provided during class handovers at the beginning of the year. Any additions/changes that need to be made throughout the year are emailed to staff and updated on Arbor. Teachers work closely with students to provide safe alternatives where necessary, ensuring that all food-related activities are inclusive. Risk assessments are conducted for all Food & Nutrition units, and appropriate measures are put in place to prevent cross-contamination.

### **13) How do children record their work?**

EYFS uses Tapestry to record the DT work that is carried out in their learning environment. As

DT is taught through adult-initiated learning in Early Years, there is no need for individual portfolios like in the upper years.

Children from Year 1 to Year 6 maintain a DT portfolio that accompanies them throughout their time at Applecroft. These portfolios contain the work completed in each topic during their DT lessons. Each plastic wallet in the portfolio is dedicated to a single topic, storing relevant work, including, when possible, photos of the learning process and final products.

**14) How do we use feedback to support children's progress?**

In DT, students are actively encouraged to evaluate their own designs and products to determine if they have met the criteria established at the start of the topic. Teachers provide time for students to reflect on their work, offering support from either a peer or an adult to discuss whether they think they have been successful. Through targeted questioning based on the criteria, teachers guide students, helping them progress in their learning by addressing challenges related to their designs and products.

**15) How do we assess and report children's progress and attainment in DT?**

DT is assessed against the end points located on our DT curriculum map. Teachers use formative and summative assessment strategies. These may include teacher observations, self-assessment, peer assessment, and project evaluations. Feedback is provided to students to support their development and identify areas for improvement. Teachers will use these observations to help support and plan the next lesson. At the end of a topic, teachers make judgements against the end points about attainment, which informs the teacher's annual assessment of progress for each child. This is reported to parents/carers as part of the child's annual report.

**16) How do we set home learning (if any)?**

Home learning is not usually set for Design Technology, however children may occasionally be asked to bring in resources/materials from home to aid the making process.

**17) How do we monitor DT across the school?**

Monitoring of the standard of children's work and the quality of teaching in Design Technology is the responsibility of the curriculum leader. The DT curriculum leader's responsibility is to monitor the implementation and impact of this policy through regular planning checks, work scrutiny, pupil and staff voice interviews, and the collection of photographs of learning throughout the year. This feedback is used to refine and improve teaching strategies, resources, and assessment methods.

**18) How is DT resourced?**

There is a range of resources to support the teaching of Design Technology across the school. All equipment is purchased and agreed upon by the DT curriculum leader and kept in the DT cupboard. In lessons, children are taught the safe and appropriate use of equipment and resources.

**19) How do we develop the CPD of staff?**

CUSP provides high-quality professional development opportunities aimed at enhancing teachers' subject knowledge, pedagogy, and assessment strategies. CPD videos are available to support the implementation and delivery of each unit of work. Staff meetings are occasionally used for DT training or for sharing best practice, and the DT leader is available to help individuals who are

less confident in their DT teaching or who need help with the use of tools and equipment.

**20) How do we involve parents in DT learning?**

We believe that parental engagement plays a crucial role in supporting students' learning. We aim to involve parents as much as possible in Design Technology by requesting that parents or other adults come into school to support the teaching and learning of the lessons, as well as share their experience, skills, and enthusiasm, where appropriate. We aim to actively involve parents and carers in Design Technology activities and provide regular updates on the curriculum content and learning outcomes. Further opportunities for parental involvement occur on events such as open afternoons, where students can display their final products.

**21) How are the Board of Trustees involved?**

The Board of Trustees are kept up to date with the school's Design Technology curriculum through presentations to the trustees at faculty meetings. The faculty consists of the curriculum leaders for Design Technology, Art, Music, and two trustees from the curriculum committee. The faculty has responsibility for overseeing the provision of all subjects within the faculty at Applecroft. The agenda of meetings could include, Curriculum Leader Action Plan feedback, quality of learning and teaching or pupil outcomes.