



Bromley Hills Primary School

Design Technology (DT) Policy

Draft Document:	Spring 2024
Draft Document to staff:	Spring 2024
Draft Document to Governors:	Spring 2024
Policy adopted by Governors:	Spring 2024
Review:	



Contents Page

1. School Vision, Values and Ethos & UN Convention on the Rights of a Child
2. Intent, Implementation & Impact
3. Legal framework
4. Roles and responsibilities
5. National curriculum
6. Cross-curricular links
7. Teaching and learning
8. Assessment and reporting
9. Equipment
10. Equal opportunities
11. Monitoring and review



School Vision

At Bromley Hills, we promote a positive culture of social and emotional well-being and mental health resilience for pupils, staff, and our community. We want our children to achieve their full potential; through an inspiring and engaging curriculum, embedding our pedagogy that learning is a change to long term memory, so that they are equipped with the necessary lifelong knowledge and mental health awareness to enable them to become confident and independent valued members of our local community and British society.

School Values

Throughout our curriculum, we weave in a golden thread of core values, values which we believe are essential in preparing children for the wider world, and our young learners develop and build upon these as they go through school. Our core values are:

- Respect
- Honesty
- Cooperation
- Caring
- Teamwork

School Ethos

It's 'Time to Shine' - together we will succeed and achieve.

The UN Convention on the Rights of the Child

Article 29 - Every child has the right to an education to help them use and develop their talents and abilities.

Statement of Intent

Learning is a change to long term memory. Our aims are to ensure that our students experience a wide breadth of study based on the national curriculum and have, by the end of each key stage, long-term memory of curriculum knowledge.

We aim to inspire in pupils a curiosity and fascination about D&T in order to encourage them to be creative and innovative in order to make products and solve real and relevant problems within a variety of contexts.

Statement of Implementation

D&T is taught through the 'Threshold Concepts' of Master Practical Techniques, Take Inspiration from Design and Design, Make, Evaluate and Improve. Each threshold concept is split into knowledge categories that teachers will explore with the children. Deliberate practise of these, whereby knowledge will be revisited, will enable a gradual deepening of their understanding. We believe that learning is most effective with this spaced repetition and the interleaving between topics and frequently revisiting them, aids long term retention. Teachers will utilise real life examples, a variety of mediums and a range of teaching styles in order to develop their understanding of D&T so that children are increasingly able to design, make, evaluate and improve their own ideas.

Statement of Impact

Because learning is a change to long term memory it is impossible to see impact in the short term. However, we do use probabilistic assessment based on deliberate practise. This means that we look at the practices taking place to determine whether they are appropriate, related to our end of key stage goals. We use comparative judgements against Milestone statements, in the tasks we set (POP tasks) and in tracking students' work over time. We use lesson observations to see if the pedagogical style matches our depth expectations. Impact is also measured through key questioning skills built into lessons, child-led assessment against the objective (WAGBA), and summative assessments aimed at targeting next steps in learning.



Legal Framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Education Act 2002
- Children Act 2004
- The Equality Act 2010
- DfE (2013) 'DT programmes of study: key stages 1 and 2'
- DfE (2013) 'The national curriculum in England'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2023) 'Statutory framework for the early years foundation stage'
- DfE (2022) 'Working together to improve school attendance'
- DfE (2023) 'Early years foundation stage profile handbook'

This policy operates in conjunction with the following school policies:

- ✓ Homework Policy
- ✓ Pupil Equality, Equity, Diversity and Inclusion Policy
- ✓ Accessibility Policy
- ✓ Accessibility Plan
- ✓ Primary Assessment Policy
- ✓ Extended Services Policy
- ✓ Special Educational Needs and Disabilities (SEND) Policy



Roles & Responsibilities

The headteacher will be responsible for:

- Monitoring the teaching of D&T throughout the school.
- How D&T should support, enrich and extend the curriculum.
- The provision and allocation of resources.
- The ways in which D&T can benefit the aims and objectives of the school.
- Overseeing the review of this policy in conjunction with the D&T subject leader.

The D&T subject leader be responsible for:

- Implementing this policy across the school.
- Maintaining resources and advising staff on the use of materials.
- Assisting the headteacher in deciding on the allocation of resources.
- Supporting teaching staff, advising and offering to share their expertise and experience.
- Leading staff training on new initiatives.
- Helping staff to plan future lessons and assessments and advising teachers on teaching methods they may wish to explore.
- Encouraging staff and pupils to be creative.
- Assisting the headteacher in reviewing this policy.
- Monitoring the progression of teaching and learning.

Classroom teachers will:

- Plan and deliver interesting and engaging lessons that adhere to the national curriculum.
- Provide equality of opportunity through their teaching approaches and methods.



- Keep up-to-date assessment records.
- Ensure pupils' development of skills and knowledge progresses through their learning and understanding of D&T.
- Set pupils suitable targets based on prior attainment.
- Maintain an enthusiastic approach to D&T.

National Curriculum

The school aims to assist pupils in achieving attainment targets set out in the national curriculum. By the end of each key stage, pupils will be expected to know, apply and understand the matters, skills, and processes specified in the national curriculum. Pupils will learn a broad range of subject knowledge and draw on disciplines such as maths, science, engineering, computing and art.

In accordance with the national curriculum, the school will aim to ensure that all pupils:

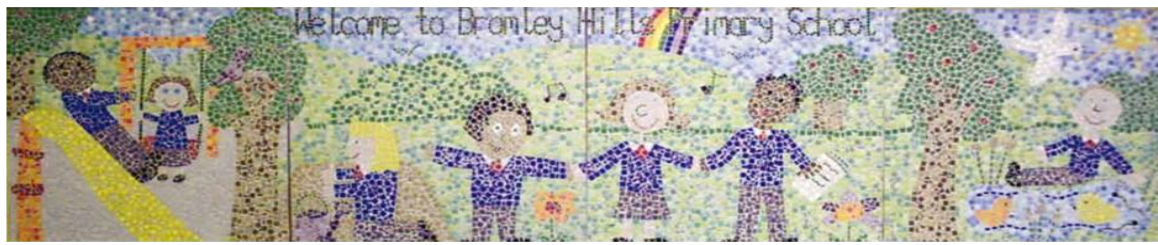
- Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.
- Build and apply a repertoire of knowledge, understanding, and skills in order to design and make high-quality prototypes for 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.

Key Stage 1

By the end of KSI, pupils will be able to:

Design

- Design purposeful, functional, appealing products for themselves and other users based on design criteria.



- Generate, develop, model and communicate their ideas through talking, drawing, templates and mock-ups and, where appropriate, ICT.

Make

- Select from and use a range of tools and equipment to perform practical tasks, e.g. cutting, shaping, joining and finishing.
- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.

Evaluate

- Explore and evaluate a range of existing products.
- Evaluate their ideas and products against design criteria.

Technical knowledge

- Build structures, exploring how they can be made stronger, stiffer and more stable.
- Explore and use mechanisms, e.g. levers, sliders, wheels and axles, in their products.

Through a variety of creative and practical activities, pupils will be taught the knowledge, understanding and skills needed through a variety of creative and practical activities. They should work in a range of relevant contexts, e.g. the home, school, leisure, enterprise, industry and the wider environment.

Key stage 2:

By the end of KS2, pupils will be able to:

Design

Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.

- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.

Make

- Select from and use a wider range of tools and equipment to perform practical tasks accurately, e.g. cutting, shaping, joining and finishing.
- Select from and use a wider range of materials and components, including construction materials, textiles, and ingredients, according to their functional properties and aesthetic qualities.

Evaluate

- Investigate and analyse a range of existing products.
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
- Understand how key events and individuals in D&T have helped shape the world.

Technical knowledge

- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.
- Understand and use mechanical systems in their products, e.g. gears, pulleys, cams, levers, and linkages.
- Understand and use electrical systems in their products, e.g. series circuits incorporating switches, bulbs, buzzers and motors.
-



- Apply their understanding of computing to program, monitor and control their products.

Cooking and nutrition

As part of their work with food, pupils will be taught how to cook and apply the principles of nutrition and healthy eating. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

By the end of KS1, pupils will be able to:

- Use the basic principles of a healthy and varied diet to prepare dishes.
- Understand where food comes from.

By the end of KS2, pupils will be able to:

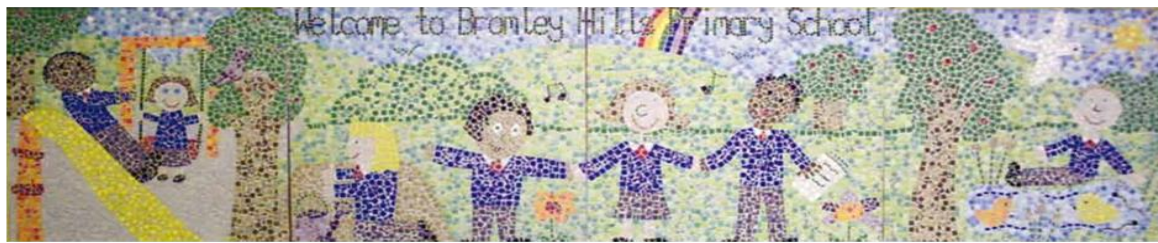
- Understand and apply the principles of a healthy and varied diet.
- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.
- Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

Cross Curricular Links

Wherever possible, the DT curriculum will provide opportunities to establish links with other curriculum areas.

English

D&T offers the opportunity to reinforce what pupils have been learning during English lessons. Discussion, drama and role-play are important methods that the school employs to help pupils develop an understanding of people's different views and opinions of D&T and society.



Evaluating products requires pupils to articulate and formulate their ideas to compare their views with other pupils'; through discussion, pupils will learn to justify their own views and clarify their design ideas.

Maths

D&T will assist pupils in learning about shape and size and will make use of what they have already learned in maths lessons. Pupils will carry out investigations – by doing this, they will learn to read and interpret scales, collect and present data, as well as draw their own conclusions.

PSHE

D&T lessons will be used to teach pupils how to discuss their own work and the work of others; in addition, pupils will be taught about health and hygiene, including diets, and how to prevent disease from spreading when working with food.

Spiritual, moral, social and cultural (SMSC) development

Teaching D&T offers opportunities to support the social development of pupils through the way they are expected to work with each other in lessons. D&T helps pupils to develop a respect for other pupils' abilities. Working in groups encourages collaboration and gives pupils the opportunity to learn from each other and share ideas and feelings.

ICT

ICT enhances the teaching of D&T and provides pupils with additional equipment, extending the possibilities for developing, sharing and recording their work.

Utilising ICT also benefits pupils by helping them collect information and present their designs and ideas through a range of design and presentation software.

Health, safety and hygiene

In order to maximise their learning experience, pupils will be allowed full access to a wide range of materials in D&T lessons; however, health and safety concerns are inherent with D&T, including storing materials and tools, and the use of equipment.

PPE such as gloves, head protection, eye protection and hearing protection will be made available to all pupils and teachers where necessary.

The risks of each task will be assessed by the classroom teacher and D&T subject leader before lessons and relevant PPE will be compulsory based on their decisions.

All tools and equipment, such as glue guns, will be visually inspected before use by the class teacher and subject to regular testing by the D&T subject leader. It is also the duty of staff to recognise and assess the hazards and risks associated when working with food and other materials. Pupils will be supervised at all times during D&T lessons.

Copies of the school's D&T Room Risk Assessment will be available in all classrooms.

All pupils will be taught how to use all equipment properly by the classroom teacher before doing so; similarly, pupils will also be fully briefed on the importance of how to correctly use equipment and tools. Pupils will be managed in accordance with the Behaviour Policy. Pupils will only be allowed to use a lower temperature glue gun under one-to-one supervision – an adult must use the glue gun at all other times. Glue guns will be considered alongside all viable alternatives such as adhesive tapes, blue tack and other fasteners, to ensure the most suitable materials are used for each project.

Perishable food will be stored sensibly and refrigerated if necessary. Care must be taken by teachers and teaching assistants to ensure food is not used after the given sell by date.

A fire safety blanket will be kept **next to the cooker** at all times.

If any cooking or food preparation is taking place in the classroom, all surfaces will be cleaned before and after use.

Volunteers will be supervised when working with groups of pupils.

Teachers and TAs will oversee that all cupboards, table tops and cookers are clean and in working order.



Correspondence will be sent to parents prior to cooking lessons to ensure pupils' allergies are taken into account.

Teaching & Learning

The school will use a variety of teaching and learning styles in D&T lessons, the main aim of these lessons will be to develop pupils' knowledge, skills and understanding. Teachers will ensure pupils apply their knowledge and understanding when developing ideas, planning and making products, and then evaluating them.

The school will utilise a mixture of whole-class teaching, group work, and individual activities. Pupils will be given the opportunity to work on their own and collaborate with others, listening to their classmates' ideas and treating these with respect.

Principles for effective teaching will include:

- Setting tasks in the context of pupils' prior knowledge.
- Promoting active learning.
- Inspiring, exciting and motivating pupils to know more.

Strategies for effective teaching will include:

- Ensuring the teaching methods used suit the purpose and needs of pupils.
- Providing a meaningful context and clear purpose when assigning tasks.
- Investigating, disassembly and evaluative activities.
- Using focused practical tasks to help pupils make and evaluate products.
- Ensuring tasks are built on skills and understanding.

Assessment & Reporting

Pupils will be assessed, and their progression recorded in line with the school's Assessment Policy.



EYFS

EYFS Profile will be completed for each pupil in the final term of the year in which they reach age five. Throughout the year, teachers will plan ongoing creative assessment opportunities in order to gauge whether pupils have achieved the key learning objectives. Assessment will be undertaken in various forms, including the following:

- Talking to pupils and asking questions
- Discussing pupils' work with them
- Observations

Years 1 – 6: Formative assessment, which is carried out informally throughout the year, will enable teachers to identify pupils' understanding of subjects and inform their immediate lesson planning. This is completed through questioning, discussing work with the pupil, observations and POP tasks. This assessment is then used to help children to catch-up in any areas they need each term. Teachers will use this information to inform a summative assessment at the end of each term. Assessments are inputted into the online system, O Track, and the Deputy Headteacher collates the results and distributes overviews to the subject leader.

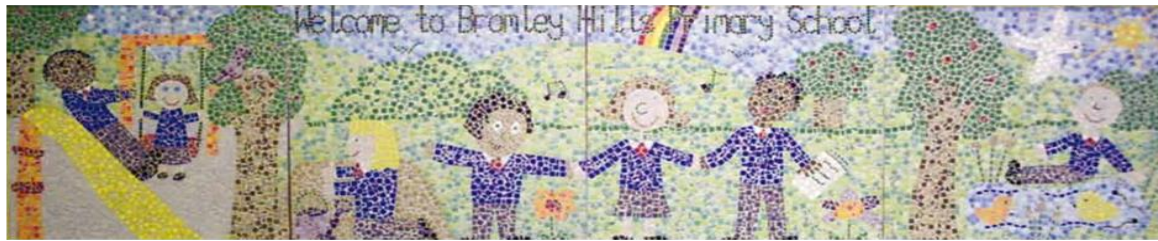
Parents/Carers are provided with an attainment and progress report during the Summer term each year.

Equipment

All DT equipment is stored in a central area and sharp equipment, like knives, are locked away from children.

Equal Opportunities

The school will remain an inclusive school that ensures all pupils are provided with equal learning opportunities, regardless of their characteristics or backgrounds and that



reasonable adjustments are made where necessary to enable all pupils to participate in the D&T curriculum.

Teachers will adapt how they deliver the D&T curriculum based on the needs of pupils. In order to ensure pupils with SEND achieve to the best of their ability, teachers will adapt targets and the delivery of the curriculum for these pupils. The D&T curriculum will be delivered in liaison with the SENCO to ensure that the specific needs of pupils with SEND are met, and reasonable adjustments are made as required.

The planning and organising of teaching strategies for each subject will be consistently reviewed to ensure that no pupil is at a disadvantage.

The school will maximise the use and benefits of D&T as one of many resources to enable all pupils to achieve their full potential.

Monitoring & Review

This policy is reviewed annually by the headteacher and the subject leader. Any changes to this policy will be communicated to all relevant staff members.