 <p>Offley Endowed Primary School &amp; Nursery</p>	<b>Offley Endowed Primary School and Nursery</b>	<b>Review Date:</b>	April 2026
<b>Design and Technology</b>		<b>Next Review:</b>	April 2028
<b>Policy Title:</b>	<b>Design and Technology</b>	<b>Users:</b>	Staff, Governors

This policy outlines the teaching of Design and Technology (D.T.) at our school. The implementation of this policy is the responsibility of all teaching staff. The responsibility for monitoring and review rests with the D.T. co-ordinator.


**Intent:**

At Offley Endowed Primary School & Nursery children learn to produce practical solutions to real and relevant problems, within a variety of contexts, considering their own and others' needs, wants and values. Children develop technical understanding and making skills, learn about design methods, and evaluate products and the needs of their users.

At Offley Endowed Primary School & Nursery we aim to:

- engage the interests of all children and help sustain their motivation and enjoyment of learning
- maintain and develop the confidence and ability of all children to solve technological problems
- stimulate curiosity, imagination and creativity
- promote the ability to communicate ideas and information through a variety of media
- develop an appreciation of the importance of quality
- develop the ability to identify safety hazards and risks and take appropriate action
- provide the opportunity to design for, and consider the needs of, other people
- help develop the social skills necessary to work as a member of a team, as well as the ability to work independently when the situation demand
- encourage children to critique, evaluate and test their ideas and products and the work of others

<i>Approved and Adopted by the Governing Body</i>
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- develop the necessary technical and creative skills by engaging children in the processes of designing, making, evaluating and the gaining of technical knowledge incorporating:
  1. Focused practical tasks
  2. Product evaluation and investigation
  3. Processes of designing and making

### **Implementation:**

The children undertake D.T. activities three times a year, but not necessarily as a weekly lesson. Sometimes a whole day or two days are devoted to Design and Technology which could be part of a cross-curriculum week.

D.T. lessons involve a combination of whole class, group and individual teaching. The learning opportunities can be divided into three main areas:

#### 1. Investigative, disassembly and evaluative activities (IDEAs)


These activities provide opportunities for the children to explore existing products and to gain skills, knowledge and understanding which can be applied in a design and when making a product. In key stage 2 this will also involve learning about how key events and individuals have impacted upon developments in design and technology.

#### 2. Focused practical tasks (FPTs)

Focused practical tasks provide opportunities to learn and practice particular skills and knowledge. Children will be taught and encouraged to explore ideas here and to understand that at the development stage things may go wrong. If using Kapow Primary to support planning, children will be able to watch specific demonstration videos to support their skills learning.

#### 3. Design and make assignments (DMAs)

A design and make assignment provides an opportunity for the children to combine their skills, knowledge and understanding to develop products that meet a real need. (In general DMAs in Key Stage One will tend to be shorter in duration and, as children move towards the end of Key Stage Two, their designing and making will become more complex and therefore more time consuming.)

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The children undertake three DMAs per academic year one of which will be food and nutrition based.

The Kapow Primary scheme is the main source of activities and guidance for topics, however teachers may develop and change the design focus in order to align with cross-curricular topics. Schemes such as Plan Bee and Hamilton Brookes may also be used to support planning.


### **Roles & Responsibilities**

#### **The Head teacher will:**

- actively support and encourage staff, praising good practice and supporting staff development, in-service training (particularly for the Design and Technology Leader) and resources

#### **The Design and Technology Leader will:**

- monitor Design and Technology within the school e.g. through curriculum walks/ monitoring of planning
- keep up to date with new developments and inform staff
- encourage other members of staff in their Design and Technology teaching and give support where appropriate
- ensure that Design and Technology resources are available and appropriate to the needs of the staff
- ensure that Design and Technology keeps an appropriate profile within the school, through displays etc (e.g. by carrying out a curriculum walk every term and reporting findings to teachers and Head teacher and Governors
- keep a portfolio for Design and Technology that will include photographs of pupils at work, curriculum walk reports, examples of planning and examples of pupils' work
- audit resources regularly and take overall responsibility for equipment and resources

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**The Class Teacher will:**

- be responsible for the planning and teaching of Design and Technology as set out in this policy

**Impact:**


Assessments in Design and Technology are based on teacher observations and made at the end of each design and make assignment, as well as during practice of skills. Children will be assessed against the end of key stage attainment targets as set out in the programmes of study which feed into the skills progression document. Their experiences and progress may be documented in their written annual report as a specific area of achievement. In particular areas of achievement, children may receive a reward certificate in Celebration assembly for their work and be able to show this to the whole school.

**Resources**

All resources are located in the Hall cupboard. It is the responsibility of each class teacher to collect resources and then return them after use. If any resources become broken during use, the Design and Technology leader needs to be informed as soon as possible. Whilst regular audits will be made of stock, all staff are responsible for making the subject leader or Office aware of any low stock that needs replenishing.

**Health and Safety**

- Children should be given suitable instruction on the operation of all equipment before being allowed to work with it
- Children should be strictly supervised in their use of equipment at all times
- Children should be taught to respect the equipment they are using and to keep it stored safely while not in use
- Children should be taught to recognise and consider hazards and risks and to take action to control these risks, having followed simple instructions

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### **Food Hygiene**

- Pupils and staff will take care to undertake appropriate hand washing and other hygiene related activities prior to preparing food
- Pupils and staff working with food must wear aprons designated for cooking
- All jewellery should be removed and hair tied back

### **Glue Guns**

- Low temperature glue guns should only be used by an adult in Key Stage One and Foundation Stage unless there is one-to-one supervision with a pupil
- Key Stage two children should use low temperature glue guns under supervision in a designated work area, wearing safety goggles

### **Craft Knives**

- Craft knives, quick cutters and rotary cutters should only be used by an adult/teacher in Key Stage One and the Foundation Stage
- Key Stage Two children may use cutting equipment under supervision, using a cutting mat and wearing safety goggles

### **Sawing**

- Bench hooks and clamps must be used when sawing any material.
- Safety goggles must be worn and any loose items of clothing/hair must be tucked in