

# St. Anthony's Catholic Primary School

## Design and Technology Policy



### Mission Statement

*'Enter to learn, learn to serve'*

*At St Anthony's, it is our mission to provide a high quality education, in a Gospel centred Community, where individual needs and talents are appreciated and catered for. We strive for excellence in all we do. At all times the school is to serve as a witness to the Catholic faith in Our Lord Jesus Christ.*

| Date Ratified by Governing Body | Date of Issue  | Review Date    |
|---------------------------------|----------------|----------------|
| November 2026                   | September 2026 | September 2028 |

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This safeguarding statement is included in all school policies because safeguarding is at the heart of all we do:

St Anthony's Catholic Primary School fully recognises its responsibilities for child protection and safeguarding. We recognise that all adults working with or on behalf of children have a responsibility to protect them. We review all our school procedures to ensure that they safeguard children and are in line with the Guidance for Safe Working Practice for the Protection of Children and Staff in Education Settings (DFE February 2005).

## 1 Aims and objectives

- 1.1 Through our teaching of Design and Technology we aim to provide our children with the ability 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 ideas and products and the work of others
  - Understand and apply the principles of nutrition and learn how to prepare food.
  - Pupils will develop their knowledge and understanding of – mechanisms, structures, products and applications, quality, health & safety, vocabulary, materials, components and control.

## 2 Teaching and Learning

- 2.1 The school uses a variety of teaching styles in Design and technology lessons. The principal aim is to develop children's knowledge, skills and understanding. Teachers will provide opportunities for independent and co-operative learning where the children can discuss their work and critically evaluate existing products, their own work and that of others. They will have the opportunity to use a wide range of materials and resources, including computing.

## 3 Design and Technology curriculum planning

- 3.1 Across all year groups children should be designing and making  
***'Something for Somebody for Some Purpose.'***
- 3.2 Teachers will use the National Curriculum and Progression of skills as the basis for their curriculum planning in Design and technology. We carry out the curriculum planning in design and technology in two phases: long-term or annual plans and medium-term or schemes of work.
- 3.3 The long-term plan maps out the units covered in each term across the year. The Design technology subject leader works this out in conjunction with teaching colleagues in each year group to ensure continuity and progression. Long term planning address food, textiles, structures and mechanisms within key stage 1 and along with these, electrical systems in key stage 2.
- 3.4 Our medium-term / schemes of work, give details of each unit of work for each term. They identify learning objectives and outcomes for each unit, and ensure an appropriate balance and distribution of work across each term. The class teacher keeps these individual plans, and the class teacher and subject leader often discuss them on an informal basis.
- 3.5 We plan age appropriate activities in design and technology so that they build upon the prior learning of the children. Teachers plan engaging learning that ensure designing, making, technical knowledge, evaluation and cooking are taught progressively each year.

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## **4 The Foundation Stage**

- 4.1 We encourage the development of skills, knowledge and understanding that help children make sense of their world as an integral part of the school's work. This learning forms the foundations for later work in design and technology. These early experiences include asking questions about how things work, investigating and using a variety of construction kits, materials, tools and products, developing making skills and handling appropriate tools and construction material safely and with increasing control.
- 4.2 Children within Nursery and Reception will be provided with many, varied opportunities to support their learning within this area. These will include:
- 4.3 Construction: learning to construct with a purpose in mind may include building a range of towers or animal homes using bricks or other apparatus.
- 4.4 Using a range of tools: children may choose to use glue, scissors, stapler, elastic bands and other fasteners to join materials together in building model cars
- 4.5 Cooking: children will practise stirring, mixing, pouring and blending ingredients during cooking activities.
- 4.6 We provide a range of experiences that encourage exploration, observation, problem solving, critical thinking and discussion. These activities, indoors and outdoors, promote and develop the children's interest and curiosity and are planned into provision daily.

## **5 Teaching Design and Technology to children with special needs**

- 5.1 Design and technology forms part of our curriculum provision to provide a broad and balanced education to all children. Teachers provide learning opportunities that are matched to the needs of all children. Work in design technology takes into account the targets set for individual children in their Individual Education Plans (IEPs).
- 5.2 We provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:
- setting common tasks that are open-ended;
  - setting tasks of increasing difficulty where not all children complete all tasks;
  - grouping children by ability and setting different tasks for each group;
  - using additional adults to support the work of individual children or small groups.

## **6 Assessment and recording**

- 6.1 Teachers make assessments as they observe children working during lessons. They evaluate progress that children make by assessing the children's work against the learning objectives. This may involve looking at children's work in books but may also be photographs of models. At the end of a unit of work, teachers make a judgement against the National Curriculum levels of attainment (Pop Task resource 2022) This information is used to determine proportions of children within each cohort working at age related expectations (ARE)

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The design and technology subject leader keeps sample evidence of children's work in a portfolio. This demonstrates what the expected level of achievement is in design and technology in each unit/topic.

## **7 Resources**

- 7.1 Our school has a wide range of resources to support the teaching of design technology across the school. Classrooms have a range of basic resources. It is the responsibility of the class teacher to maintain and organise this equipment / area. Rules for using tools and equipment are continually reinforced during learning. In carrying out food technology activities the class teacher is responsible for the purchasing of any necessary ingredients.

## **8 Health and safety**

- 8.1 The general teaching requirement for health and safety applies in this subject. We teach children how to follow proper procedures for equipment safety, food safety and hygiene. A separate guidance document is provided (at the end of this policy) that is specific to the teaching of Design and Technology.

## **9 Monitoring and review**

- 9.1 The monitoring of the standards of children's work and of the quality of teaching in design and technology is the responsibility of the classteacher alongside the design and technology subject leader. The work of the subject leader also involves supporting colleagues in the teaching of design and technology, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.
- 9.2 The design and technology subject leader gives the head teacher an annual report and indicates areas for further improvement.

**Signed:**

**Date:**

**Health and Safety Guidance for Design and Technology**

## **10 Food Hygiene and safety Issues**

- 10.1 A safe working environment and ways of working need to be encouraged from the earliest stage. All areas must be in the direct vision of the teacher and there should be enough space for each child and group to work comfortably.
- 10.2 Teachers teach the safe use of tools and equipment and insist on good practice prior to starting. However, safety issues do arise when teaching this subject.

These include:

- The use of electrical equipment such as glue guns – Children should use cool melt glue guns with the 1:1 supervision of an adult.
- Contact with sharp objects including wood, nails, needles, saws, knives etc.

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- The handling of food stuffs – Children need to ensure they are aware of personal hygiene rules such as wearing a clean apron, washing hands before handling food, storing perishable foods appropriately.
- The use of cooking appliances, including ovens and hobs.

10.3 It is the duty of all staff to:

- Recognise and assess the hazards and risks to themselves and others when working with food and other materials.
- Take action to control these risks and hazards.

10.4 Teachers should be aware of the following:

- Children must not use cooking appliances unless under direct supervision from a responsible adult.
- Saws and other sharp objects (nails, needles, craft knives, etc) must be used under direct supervision. The teacher will make a judgement on the undertaking of activities involving sharp and/or potentially dangerous equipment depending on the age/ability of the children. Some activities may be undertaken by an adult or in a small group or one to one situation as appropriate.
- All batteries should be zinc carbon or zinc chloride – rechargeable, lithium or alkaline batteries should not be used as these can get very hot if short-circuited.
- Perishable foodstuff must be stored sensibly and refrigerated if necessary.
- Children must wash their hands before and after any contact with food and other potentially harmful substances.
- Teachers must take into account possible food allergies such as nuts and should be aware of the location of any medication for the allergy.

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