ALDERMAN RICHARD HALLAM PRIMARY SCHOOL

Design and Technology Policy

Policy Reviewed: September 2026

'Educating a community of life-long learners'

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Introduction

Our school vision: Pupils will leave A.R.H. as happy, healthy and inspired young people who can confidently participate in the world as resilient, articulate citizens who have a life-long love of learning, creativity and discovery.

Our curriculum: Our curriculum is the vehicle to empower pupils with knowledge and skills. We strive to immerse young people in their topics which are designed to engage, provide real life links and progress all pupils' understanding.

'A.R.H. - Educating a community of life-long learners'

Aims

At A.R.H children will be taught to:

- Develop creativity and imagination when designing and making.
- Develop critical thinking when evaluating their own products and existing products, including what they like and dislike.
- To use ICT software to enhance and control our designs.
- Select a range of appropriate tools and techniques based on their activity, following safe procedures.
- Understand the principles of nutrition and develop cooking skills and techniques.
- Use their knowledge of evaluating and existing designs to make purposeful products.
- Foster an enjoyment and satisfaction when designing and making.

Teaching of Design and Technology

Children are taught Design and Technology (D&T) through exciting, engaging and practical lessons. Through the use of the D&T Progression Document, it is ensured that all areas of the National Curriculum are covered during the children's time at the school. The National Curriculum objectives have been carefully placed across Key Stage 1 and Key Stage 2 to ensure that all of the objectives are met and progress in a co-ordinated approach to allow pupils to build, strengthen and master skills year on year.

In Nursery, children are supported to develop sensory awareness, fine motor skills and a healthy attitude towards food. Children learn about being safe around food and how to ensure correct hygiene skills, such as hand washing, when handling food. If tools are used, these are guided by an adult and are age appropriate. All activities are planned with safety in mind, including ingredients that could pose a choking risk. Food is prepared in a way to minimise the risk of choking or substitutes are provided.

In Foundation Stage (EYFS), children experience D&T through a range of exciting, engaging and skill based activities. Children develop their Design and Technology skills through their expressive art and design area, which is strengthened through their communication and language skills. In both KS1 and KS2 children experience cross-curricular lessons within topics, such as Food Glorious Food and Willy Wonka's Wonderful World of Chocolate.

Through the use of the D&T Progression Document, knowledge and skills to be taught have been split across different year groups. Each topic in which children will be taught Design and Technology has a focus question and specific skills to teach. For example, Year 1 children will have opportunities to design and create products using a range of tools, such as cello tape, glue, knives and forks and evaluate how to make products more stable and

strong. Focus questions for KS2 children will encourage children to begin to consolidate their knowledge and design and evaluate in more depth. The document also shows the progression of vocabulary to be used. Year groups will be able to update this document to show when different skills have been taught and the D&T Coordinator will liaise with year group leaders to monitor how the progression works and if anything can be improved.

Throughout the school, Design and Technology is taught using a range of engaging activities. Each year the school participates in a D&T week, year groups are able to choose a week that suits their topics to complete this week. During this week, year groups are expected to meet most, if not all, of their D&T objectives in depth. These objectives are taken from the National Curriculum and have been split across the year groups to ensure clear progression. Each objective is given a specific question which goes alongside it. Children are expected to be able to answer this question after they have been taught their D&T lessons. At the beginning of the D&T weeks, teachers will plan a pre-topic quiz. These questions will be given to the children to answer to find out what they already know and what they need to learn. This will then inform teachers planning for the week. Teachers will be able to assess what the children have learnt through assessments, verbal discussions and showcases of work.

With the use of the progression document, it is ensured that there is clear progression throughout the year groups. This progression is monitored through learning walks, planning, book and progression document audits, pupil conferencing and professional discussions with year group leaders.

In the summer term, year groups meet their cooking and nutrition objectives; year groups can cover these objectives earlier in the year if there is a more suitable topic link. To meet these objectives, pupils have a time slot in the Cooking Classroom. The Cooking Classroom has a range of equipment and resources for the children to learn and develop their cooking skills. In Foundation Stage cooking is focussed on understanding how to be healthy, for example understanding what health foods are and using cutlery and small tools effectively within their provision. In KS1, cooking and nutrition is focused on understanding what a healthy balanced diet is and how to prepare food safely. In KS2, cooking and nutrition is focused on understanding the different food groups, seasonality of foods, reading and following recipes and researching, planning and preparing a series of healthy dishes.

Each Year Group is given money for their D&T weeks; this is to allow them to replenish any stock and buy resources that they need.

Responsibilities and Roles

The Headteacher and Governing Body have overall responsibility for Design and Technology, supported by the D&T Coordinator.
The D&T Coordinator is responsible for overseeing the delivery of the Design and Technology Curriculum through:

- Liaising with subject leaders.
- Updating the school policy.
- Liaising with the creative curriculum team.
- Monitoring planning to ensure curriculum coverage.
- Carrying out book scrutinies alongside planning to ensure cross-curricular links are optimised.
- Observing learning and teaching to ensure progress is being made within topics, such as learning walks around the school.
- Regular reviews of the curriculum through staff and pupil questionnaires and open dialogue.
- Speaking with the pupils about their learning.
- Monitoring progression and assessment of D&T. This may be done through topics learning walks or planning audits.
- Providing continual professional development opportunities for staff through workshops and staff meetings.
- Providing parental engagement opportunities during D&T Weeks.

All teaching staff are responsible for:

- Planning and delivering the curriculum on a day-to-day basis and for making cross-curricular links where appropriate. Staff are given example flipcharts and worksheets for D&T to show the expectations, this ensures consistency throughout the school.
- Making amendments to planning in order to optimise learning opportunities when they arise.

- Ensuring there is appropriate challenge and adaptations so all pupils make good progress and can access learning opportunities.
- Using the local area and outdoor learning as much as possible.
- Ensuring the curriculum is taught in an engaging manner which is in-line with the school ethos.
- Uploading pictures to Class Dojo to share D&T lessons and creation with parents / carers.
- Supporting with parental engagement during the D&T Weeks, through inviting parents in to see their child's creations and/or completing the optional D&T homework that is set by the Subject Coordinator.

Planning

We ensure that all objectives in the National Curriculum are covered through effective and engaging D&T lessons. Our planning process for D&T is:

- Long term plans for the year; these are the topics that will be taught throughout the year. They give a number of weeks for the duration of the theme.
- Routeways for each topic hold the relevant learning and National Curriculum objectives. These highlight the activities to be covered and are assessed at the end of each topic. Teachers use the National Curriculum objectives and discuss how they will translate these into meaningful activities for the children. This is planned on our Routeway format. Using the Routeway, teachers then consider what will be the best learning sequence for their pupils. This has to incorporate: a formative assessment of children's understanding, how the topic will be introduced (a 'wow' factor, that could be a visit, a trip, a focus day, Wonder Day or an external visitor), what the learning outcome will be – this could be an artefact, presentation, or experience for example and how the work of pupils is to be recorded; in D&T this is usually through Class Dojo. Once year groups have decided upon the learning sequence, parents are informed of the upcoming topic through a Parent and Carer Letter. This allows parents and carers to support their children and become involved in their learning.
- Year Groups meet weekly to plan the subsequent week's work from the Routeway. Each weekly plan uses an adaptive teaching approach to ensure all pupils can access the learning with a clear learning outcome. Lessons are engaging and taught using high quality resources.
- Plans are monitored by SMT and the D&T Coordinator.

Inclusion

It is expected that all children will be given the opportunity to learn in a creative and encouraging learning environment which encompasses a range of learning and teaching styles. All children are entitled to this as part of the school ethos. It is hoped that this approach will motivate and support children's learning at all levels including the Able and Talented, EAL and children identified with a Special Educational Need (SEND).

SEND and EAL children can be given visual prompts for lessons, where appropriate. They are encouraged to look at pictures and practical objects to develop their understanding of the learning objectives. While children are taught new technical vocabulary, teachers should focus especially on supporting EAL children with their understanding of these new words. To support these children teachers ensure that each D&T topic uses an adaptive teaching approach. Pupils should be given different scaffolds which enable them to participate and engage in all areas of the learning. D&T lessons are encouraged to be active and physical to support a range of learners. It is also ensured that flipcharts include a range of visual prompts to support the understanding and learning of all children.

Assessment

Each foundation subject has objectives set out by the National Curriculum. These are assessed throughout the topics using the Learning Objectives.

As each topic is introduced, children are given the chance to explore some of these objectives during Wonder Afternoon. This will then allow teachers to see which areas children have prior knowledge in and where they have gaps. Teachers will be able to use these initial assessments to support their planning. Teachers will be able to assess whether children can answer these questions linked to their objectives after the learning has taken place and review the progress that has been made. Through the use of topic questions, teachers will be able to assess how children become more confident in answering this question throughout the topic.

Teachers use a range of formative assessments to assess including, immediate verbal feedback during the lesson, targeted questions to different children, recap starters and plenary activities and self/peer reflections during evaluations. Teachers also use summative assessments twice a year. The assessment criteria have bullet points for each D&T objective, this is based on the Progression Document and the learning outcomes for each lesson. Children achieving all objectives in depth and detail will be noted as working above the end of year expectation and marked on Arbor as Secure. Children completing all objectives to a satisfactory degree will receive a working at statement and recorded on Arbor as On-Track. Children not achieving the objectives will be assessed at 'working towards' the end of year standard and recorded on Arbor as not on-track. Teachers will use a range of evidence for judgments. This will include: class work, discussions with children, written work as well as practical DT work, pictures and topic quizzes that children help complete.

Monitoring and Review

Monitoring and review takes place on a regular basis in accordance with the School Improvement Plan and in accordance with the Performance Management Policy. We plan and deliver D&T as a separate week block which happens twice a year. Therefore D&T doesn't always feature on routeways and is not always planned for weekly. The Design and Technology subject coordinator will monitor and review this subject through:

- Planning, flipcharts and Class Dojo audits. The D&T coordinator looks through the planning and flipcharts on the server to ensure progression and high quality teaching. This is done as and when D&T is being covered.
- Learning walks to different year groups during their focused topics and during D&T Week. During this time, the D&T coordinator walks through the school to observe a range of D&T lessons and activities to see how the teaching of D&T is delivered and gain an understanding of the children's knowledge and understanding of what they are being taught. In the event that this cannot happen, teachers are expected to upload work and pictures to Class Dojo.
- Audit work in books or on Class Dojo. Learning audits are completed after the D&T week takes place. The D&T coordinator monitors the work produced.

Once these actions are completed, the outcome from these is then fed back to the staff. This ensures that learning is always to a high quality and that progression is continuous. This is fed back through, professional discussions with year group leaders; learning walk feedback sent by email and Senior Management Team (SMT) / Year Group Leader weekly meetings.

School Closure

In the event of a school closure, Teachers will continue to provide planning and engaging learning for pupils using Class Dojo. Through Class Dojo, Teachers will convert their lessons to make them accessible from home as well as setting work to be completed. Pupils will then follow the lesson and complete the required work and submit this using their Class Dojo account. Pupils who do not have access to the Internet at home will be provided with high-quality work books to continue their study of the National Curriculum. Creative and expressive art, through the form of videos and pictures, will be encouraged. Children will be encouraged to use resources around the house as well as outside to creatively express and achieve their learning objectives.

Upon school reopening following a school closure, year groups will provide a Recovery Curriculum which is tailored to the needs of the pupils in their classes. This will firstly focus on the social, emotional and behavioural needs of the class followed by an assessment of the pupils' academic needs. This will then inform planning so that all pupils can catch up any lost learning. The previous year's objectives will be reviewed to see if the children have covered them in enough detail. If not, they will be taught in their current year group. Objectives that were unable to be covered at home (for example due to lack of resources) will also be continued and taught when the school reopens.

To be reviewed: September 2027