

Chuter Ede Primary School



~ Design and Technology Policy ~

Summer 2025

SMILE

A Chuter Ede SMILE reflects our ethos and is central to the planning, delivery and assessment of our whole curriculum. Through each and every subject, children learn the importance of **speaking, moving, imagining, learning and exploring**. By understanding the children within their classes, teachers plan, deliver and assess lessons that harness the strengths and preferences of their children and support their further development. In this way potential is realised.

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Date for next review	Spring 2026

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"Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation." – National Curriculum 2014

We want to give the pupils at Chuter Ede opportunities to develop skills, knowledge and understanding of designing and making real life products. At Chuter Ede, we believe that the skills that children acquire through good quality DT teaching can be transferred to other subject areas and can help to prepare our children for life outside and beyond school. These include analysing, problem solving, collaboration, investigating and creative thinking.

AIMS

Design and technology offers opportunities for children 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
- Understand and apply the principles of nutrition and learn how to cook simple meals

At Chuter Ede we will strive to meet the National Curriculum aims in a way that is explorative, creative and innovative.

TEACHING AND LEARNING

Design and Technology teaching should follow a carefully planned sequence and should be rooted to 'real' situations and with a 'real' purpose at the heart of the project.

We use the Kapow D&T scheme and resources to support both staff CPD and deliver the children's learning. Disciplinary and Substantive maps have been written by the subject co-ordinators, based on the National Curriculum requirements, that clearly show how the childrens knowledge and understanding progression develops from EYFS through to Year 6.

Where necessary and desired, the Kapow planning suggestions are adapted by teachers to better fit the needs of the children, while still retaining a main focus on the accurate teaching of key vocabulary and D&T key skills.

Every pupil at Chuter Ede is given opportunities to learn about design, materials, structures, mechanisms and electrical control. Each year, the children undertake three Design & Technology units. This includes provision for a yearly cooking and nutrition project.

There are three core areas children will engage with in Design and Technology:

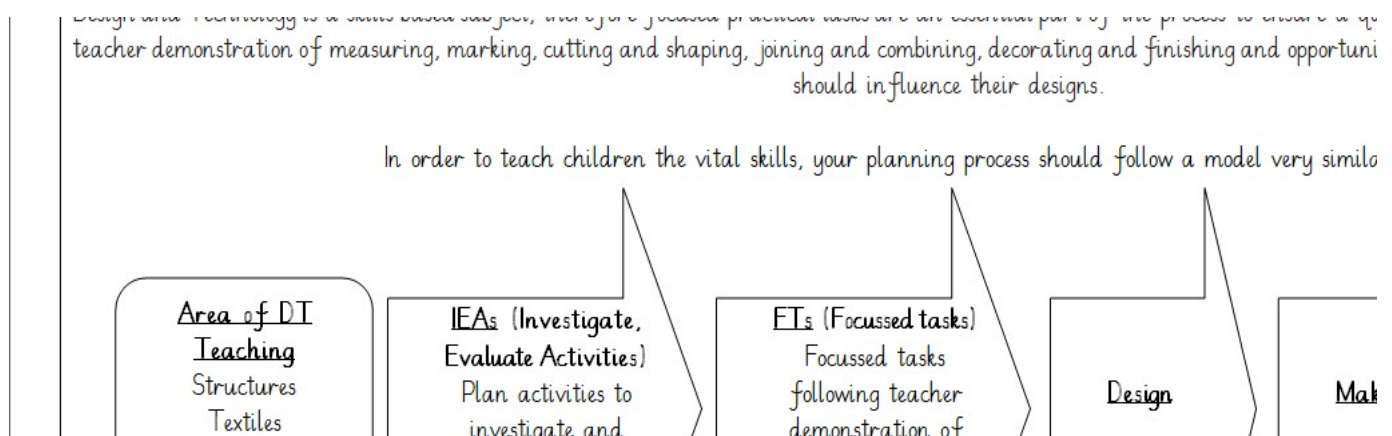
- Activities which involve investigating and evaluating existing products
- Focussed tasks in which children develop particular aspects of knowledge and skills
- Designing and making activities in which children design and make something for a real purpose

Investigating and evaluating existing products is essential to help children gather ideas, form opinions, learn about designs and processes and to look for innovative ways to develop ideas further.

Focused tasks should include teacher demonstration of measuring, marking, cutting and shaping, joining and combining, decorating and finishing and opportunities for the children to practice these which should influence their designs.

Through teaching the necessary skills and knowledge in this way, technical knowledge will progress. Again, this is outlined in the Design and Technology progression of skills.

In order to teach children the vital skills, your planning process should follow a model very similar to this one. The Kapow Scheme materials support us with this and are planned in the same way.



RESOURCES

Please speak to the subject co-ordinator if there is anything specific you need to teach each Kapow unit. Any expensive resources required to meet the needs of the curriculum need to be checked and confirmed with the Head before ordering.

EQUAL OPPORTUNITIES

All children will have equal opportunities to participate in all activities. Positive attempts will be made to develop and use a wide range of resources and activities which reflect the interests and cultural background of all. Here are some examples:

Equal Opportunities	Adaptive Teaching	Challenge
-We plan our classroom activities to challenge and involve all pupils appropriately, according to age and capability, ethnic diversity, gender and language background -We use materials for teaching which avoid stereo-typing, and bias, towards race, gender, role or disability -We deal with such issues clearly and sensitively when they arise and follow related policies accordingly	-The use of appropriate vocabulary at varying levels of difficulty during lessons -Providing resources and support in the way that enables all children to access the learning e.g. buff paper, pre-teaching, focus groups -Different levels of written or oral questions for pupils investigating photographic or other visual material -Careful use of support for pupils with English as an additional language	-Teachers to provide teaching and learning experiences that encourage pupils to think creatively, explore and develop ideas, and try different approaches. Pupils should be encouraged to set their own questions, offer ideas, and suggest solutions or explanations. -Greater independence in working, e.g. a pupil to be able to carry out their own enquiry

ROLES AND RESPONSIBILITIES

The **Subject Leaders** are responsible for:

- Being an ambassador, enthusiast and promoter of their subject
- Developing and reviewing the curriculum overview
- Developing and reviewing the subject specific skills and vocabulary lists for each year group
- Acting as the subject specialist within the school to provide consultation on curriculum development, classroom teaching and updating staff on subject developments
- Working with the SLT to monitor the subject: informal monitoring to ensure consistent application of the subject policy and curriculum overview; collecting pupil voice; and addressing teacher's needs.
- Managing the provision of resources
- Creating and reviewing a subject action-plan
- Reviewing and updating the policy periodically and ensuring that it is successfully implemented throughout the school

The **class teacher** is responsible for:

- Planning lessons, with the Kapow resources, which enable the children to SMILE and follow the curriculum overview
- Feedback and assessment
- Following the relevant policies

The **Head teacher** is responsible for:

- Ensuring equality of access for all staff and pupils
- Meeting the statutory requirements for the subject
- Ensuring relevant policies are in place, followed and reviewed
- Providing opportunities for the subject co-ordinator to fulfil their responsibilities

HEALTH AND SAFETY

- This policy needs to be read alongside our *Health and Safety Policy*. Consideration needs to be given to appropriate risk assessments.
- As Design and Technology involves the use of potentially dangerous tools, pupils and teachers must be aware of the safety requirements.
- Direct safety instructions will be given to pupils by the class teacher each time they undertake a Design and Technology activity involving the use of tools.
- Teachers should check that the equipment is safe before use.
- Pupils must be encouraged to report possible safety hazards.
- Small groups of children will be supervised by an adult when using equipment.
- Obviously, as Cooking and Nutrition forms part of the National Curriculum, there will need to be extreme care taken with the use of ovens, knives, graters and other kitchen utensils. Again, this should be demonstrated carefully with safety measures explained and followed explicitly each time the tools are used.
- Food allergies and intolerances are a very serious matter and before any cooking and nutrition project is undertaken, it is the responsibility of the class teacher to ensure all products used are safe for pupils in the class or alternatives are sourced with extra vigilance around the specific children.
- Teachers taking part in any food activity should dress appropriately and follow the same procedures as the children with regard to any rules regarding personal hygiene eg. Hand washing, hair tied back, apron etc.

MONITORING AND EVALUATION

Marking and Feedback: Teachers will follow the *Marking and Feedback Policy*. Feedback will focus on the skills and knowledge of the lesson and when appropriate will make links to the English curriculum.

Reflective Assessment: Teachers will assess their children against the skills progression documents. This information will be used by subject leaders and class teachers to inform planning, provision and opportunities.

Subject Leader monitoring: Monitoring will take place throughout the year, and will be used to inform how well the Kapow scheme is supporting staff CPD and the children's progress, knowledge and understanding.

Evaluation: The subject co-ordinator will discuss any findings or developments with SLT and staff to progress the subject and ensure pupils are receiving the highest quality of education. They will update the SEF as required.