

# Holbeach Primary Academy

## Design and Technology Policy

October 2024- review September 2025

HOLBEACH  
PRIMARY ACADEMY



UNIVERSITY OF  
LINCOLN

### Intent

At Holbeach Primary Academy, we believe that through Design and Technology we are providing opportunities for all pupils to have first-hand experiences, work collaboratively and take calculated risks in their learning. By developing skills and knowledge the children also gain a better insight into how things work, the ways different outcomes can be achieved and how Design and Technology has an impact on our lives now, in the past and the future. The subject allows both observation and questioning of current products as well as the development of individual projects.

**It is our aim to develop:**

- creativity, the ability to reflect and a deeper understanding of processes
- connections and links to collaborative subjects in STEM
- a positive attitude to Design and Technology through Quality First Teaching
- a competence and confidence in using a range of tools and applying learnt techniques with an increasing level of accuracy over time
- the ability to self-evaluate skills and designs of our own and of others and act upon evaluations to re-draft and improve
- an appreciation of the work and techniques of other professionals including cooks, craftspeople, engineers, inventors and designers from around the world and throughout history
- a proficiency in the use of a range of resources and mediums
- a respect for the role and value of design and construction within the wider world
- an understanding of the role and impact of food technology and nutrition on local, regional and global scales.
- a clear coverage framework to inform areas to be addressed through bespoke planning and teaching.

### Implementation

#### Teaching and Learning

Holbeach Primary Academy is teaching a broad and balanced curriculum and enough teaching time is provided for pupils to cover the requirements of the National Curriculum. Linking to our cycle of themes, lessons are carefully planned, prepared and delivered to provide meaningful, first-hand experiences as well as the study of current products, materials, cooking techniques and construction - across national and global history and cultures, spanning all eras and with a true eye on the protected characteristics. These lessons endeavour to show progression from one level to another within the specific areas of Design and Technology. They also allow the children to apply the skills that they have developed in a number of ways using a range of resources and in a variety of contexts.

#### Breadth of Study

- practical skill - development of techniques
- adaptation of a practised style
- key focus on development and application of technical and subject-specific vocabulary
- use of own imagination, secondary sources and first-hand experiences as stimulus

- individual activities
- paired, group and whole class discussions and collaborations
- purposeful tasks with an intended outcome
- tasks that promote problem solving as well as initial design
- the use of ICT as a complementary tool
- understanding of the significance of particular people and products in global history
- introduction to local people of significance in the subject area

### **Planning and Organisation**

Design and Technology is a foundation subject in the National Curriculum and class teachers will plan, deliver and assess lessons regularly both discretely and alongside/ within other subject areas.

### **Long Term Planning**

These lessons will be informed by the National Curriculum for Key Stage 1 and 2. Links to Design and Technology are found in the following areas of learning in the Early Years Foundation Stage framework:

- Physical Development - in the handling and use of equipment
- Communication and Language – discussing what they are doing, what they like etc.
- Expressive Art & Design
- Understanding the World

Ongoing observations are made in these areas to record and assess the development of particular skills. These are recorded using the 2Simple and Evidence Me observation tools.

### **Medium Term Planning**

All year groups refer to the LTPs produced by the SLT and Curriculum Leaders. These schemes provide teachers with core knowledge to be covered, exemplification activities and assessment indicators. They correspond to the relevant National Curriculum objectives for those key stages and are often linked to further guidance, videos and resources within schemes of work created by Kapow. They support the planning of a more cross-curricular journey as teachers also bring in their own ideas and areas of expertise to each topic area. Vertical concepts support the planning of core strands that underpin the theme and run through a pupil's academic journey from Y1 to Y6.

### **Personal, Social and Health Education (PSHE) and Citizenship**

Design and Technology contributes to the teaching of personal, social and health education and citizenship. We encourage the children to develop a sense of responsibility in following safe procedures when making things. They also learn about health and healthy diets. Their work encourages them to be responsible and to set targets to meet deadlines, and they also learn through their understanding of personal hygiene, how to prevent disease from spreading when working with food.

### **Special Education Needs and Disabilities (SEND)**

At Holbeach Primary Academy, Design and Technology lessons are inclusive of all pupils with special educational needs and disabilities. They allow specific gross and fine motor skills to be worked on among other specific physical skills but also help to develop social and communication aspects such as sharing; self and peer critique, communication and confidence in risk-taking.

### **Inclusion and Equal Opportunities**

All children are provided with equal access to the Design and Technology curriculum, irrespective of any particular circumstances such as race, language, background, gender and capability.

Within Design and Technology lessons, teachers will not only provide activities to support children who find techniques and collaboration difficult, but also activities that provide appropriate challenges for children who show a higher level of ingenuity and competence.

### **Lessons**

In all lessons, pupils are aware of learning objectives and what success looks like.

Lessons involve elements of:

- instruction
- demonstrating- showing, describing and modelling using appropriate resources
- effective and varied questioning
- introduction of key vocabulary and opportunity to use in discussion
- explaining and reasoning
- consolidating
- reflecting and evaluating own work and the work of others

Lessons are differentiated by the level of support provided (whether that be adult support, physical resources or stimulus), the complexity of the task given, the expected outcome or the thinking skills required to extend, reason, explain or problem solve.

### **Safety**

A safe working environment and ways of working are encouraged from the earliest stage and safe practices are understood by voluntary helpers. All areas are consistently under the direct vision of the teacher and there enough space for each child to work comfortably is provided. Teachers are aware of any physical limitations which a pupil may suffer (e.g. height, eyesight or hearing) and make suitable arrangements.

#### Working with Food

Cooking utensils and work areas are encouraged to be kept meticulously clean. Children learn simple personal hygiene and food preparation rules.

#### Tools

Tools that present a safety hazard such as a glue gun or craft knife are secured away from general tools by an adult. Children are trained to use tools safely from an early age. During times in which children will be using these tools they are under constant adult supervision.

### **Resources**

The Academy staff are ensuring there is a wide base of secure skills and knowledge through training, practice and evaluation with a range of mediums. From Early Years Foundation Stage up to Year 6 understanding the limitations and the possibilities of these resources underpins the teaching of skills and knowledge, therefore ensuring children feel confident to use them at any stage of their learning. Holbeach Primary Academy has a Design, Make, Evaluate template, differentiated for each key stage, to support the essential process of design and this adapted to suit the theme, strand of Design & Technology (e.g. Food Technology) and writing proficiency of the pupil.

### **Impact**

#### **Marking**

Children are encouraged to peer and self-assess their work against an agreed set of success criteria adjacent to their work. This appears in many forms including written comments or verbal contributions. Teacher comments are then added to help the child to reflect or to validate their responses with reference to a particular aspect of their work. Again this can be in both verbal and written form depending on the purpose of the feedback and the nature of the response. Regular

marking of both development tasks and final products allow teachers to track progress and inform planning for future activities.

### **Assessment and Reporting**

Teachers will continuously assess children's performance in Design and Technology. Informal assessments are made through questioning, observations and the children's self-assessment comments to inform responses, future tasks and next steps in learning. The progression in skills document informs next steps in learning.

These assessments inform pupil tracking on Integrus markbooks- the data system used by the academy.

Parents are given a written summary of their children's progress during the school year. This will include the level at which the child is currently working (relating to their age group- below the expected standard, at the expected standard or above the expected standard) and a judgement on the level of effort the pupil has been seen to show. Both teacher and parent may also meet to discuss any other concerns throughout the year.

### **Roles and Responsibilities**

- to lead in the development of knowledge and skills throughout the academy
- to monitor planning, teaching and learning of Design and Technology throughout the academy
- to track progress in attainment through data analysis, children's work and pupil interviews
- to help raise standards in Design and Technology
- to provide guidance to support Food Standards within the curriculum
- to monitor and maintain high quality resources
- to observe and support colleagues in the teaching, planning and assessment of different subject areas within Design and Technology
- to take the lead in policy and curriculum development
- to inform colleagues of developments within the subject area such as training, risk assessments, links to other schools and/ or organisations, etc.

**Policy Agreed by staff.....**