

WESTFIELD COMMUNITY SCHOOL



Design and Technology Policy

September 2025

Rationale

Design and Technology prepares pupils to participate in tomorrow's rapidly changing technologies. They learn to think and intervene creatively to improve quality of life. The subject calls for pupils to become autonomous and creative problem solvers, as individuals and members of a team. They must look for needs, wants and opportunities and respond to them by developing a range of ideas and making products and systems. They combine practical skills with an understanding of aesthetics, social and environmental issues, function and industrial practices. As they do so, they reflect on and evaluate present and past design and technology, its uses and effects. Through Design and Technology, all pupils can become discriminating and informed users of products and become innovators.

Entitlement

All children at Westfield Community Primary School will have access to Design and Technology at an appropriate level regardless of age, gender, race, religious beliefs, ability or disability except in the interests of Health and Safety. We believe that it is important for all children to experience the range of Design & Technology activities and we plan and provide opportunities within the Topics to extend and support children. All children are encouraged and supported to develop design and technological capability through a range of materials.

Principles

Design and Technology describes a way of working in which pupils investigate a need or respond to an opportunity to make or modify something. They use their knowledge and understanding to devise a method or solution, realise it practically and evaluate the end product and decisions made during the process. Design and Technology draws on knowledge and skills from many other subjects, in particular it is closely associated with Maths, Science, Art and Design, to which it also contributes.

Children learn best when learning activities are well planned, ensuring progress in the short, medium and long term. They do so undertaking learning underpinned by the aspiration laid out in our HOPE motto.

TEACHERS WILL ENSURE THAT:

Design and Technology learning is covered in its full entirety – each year group has identified bespoke contexts for learning that relevantly sit within a topic based approach including opportunities for children to Investigate, Design, Make, Review and Evaluate. Where possible we make links to the topics and teach using a cross-curricular approach so technology skills may also be taught discretely as well as directly.

IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

- There is a Skills Continuum in place that ensures continuity and progression
- There is a Topic based curriculum in place which is broad and balanced

Aims

The staff and Governors of Westfield Community Primary School believe that Design and Technology is an essential component of the curriculum because it aims to develop and foster:

- The ability to work independently and as a member of a team;
- The understanding that the evaluation of a product offers new opportunities for improvement and therefore technological development rarely ends;
- Creativity in designing and making;
- Development of a range of skills whilst working with a variety of materials;
- An awareness of the importance of economy whilst designing and making products;
- The generation and development of ideas in the designing and making which take into account people's needs and requirements;
- The development of pupils' lively and enquiring minds, and the ability to ask questions, solve problems, argue rationally and apply themselves to tasks;
- The development of knowledge, skills, capability and awareness to operate in the technological world in which we all live;
- Promotion of health and safety through safe and effective use of tools and equipment;

Design and Technology skills to be taught and developed: Basic knowledge of:

- Materials, natural and man-made;
- Design, including planning, project organisation, aesthetics, presentation and communication;
- Exploring and investigating;
- Imagining and speculating;
- Organisation and planning;
- Making:
- Communicating and presenting;
- Appraising;
- Competence in the use of instruments and equipment;
- The use of materials and manufacturing processes;
- Awareness of real-life situations and issues;
- The impact of technology in the past, present and future;
- Actual and potential conflicts of interest in relation to personal, social, moral, economic and environmental issues;
- Social, aesthetic and personal values.

Food Hygiene and Safety Issues

We enable pupils to have access to the full range of activities involved in learning Design and Technology. Where children are to participate in activities outside the classroom, for

example in a museum or on a factory trip, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Teachers teach the safe use of tools and equipment and insist on good practice prior to starting the making part of a task. However, safety issues do arise when teaching this subject. These include:

- The use of electrical equipment such as glue guns;
- The handling of food ;
- The use of cooking appliances, including ovens and hobs;
- Contact with sharp objects including wood, nails, needles, saws etc
- Awareness of personal safety (jewellery, hair, eye protection).

It is the duty of all staff to:

- Recognise and assess the hazards and risks to adults and children when working with food and other materials;
- Take action to control these risks and hazards;
- Teach children to not use cooking appliances unless under direct supervision from a responsible adult;
- Ensure 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 in his/her class. Some activities may be undertaken by an adult or in a small group or one to one situation as appropriate
- Ensure perishable foodstuff be stored sensibly and refrigerated if necessary. Care must be taken to ensure food is not used after the given sell by date
- Oversee that cupboards, tabletops, cooker etc, are clean and in working order
- Ensure that children wash their hands before and after any contact with food and other potentially harmful substances
- Be aware of any allergies to food such as nuts and of the location of any medication for the allergy.

Assessment

Planning is monitored by the D&T subject leader and Foundation Subject Manager ensuring skills are progressing year on year and suggestions are made regarding activities and influence from outside agencies to support the children's learning.

Reporting to Parents

Progress and achievements are reported to parents in the Summer Term of each school year through an end of year school report and through bi-annual meetings with Parents.

Monitoring

The D&T subject leader and Foundation Subject Manager monitors the delivery and also the learning within the subject and where appropriate plans Continuous Professional Development for staff in order for them to develop their own skills. There is also an annual Action Plan which prioritises resource requirements and reflects developments both National and local within the D&T curriculum.

