

**Design Technology Policy**

**Mrs R Cook**

March 2020

Approved by Chair: Amanda Picken

Review Date: March 2022

**Design and Technology Policy**

The purpose of this policy is to provide information and guidance for the teaching of Design and Technology throughout the school, in order to ensure a planned delivery based on the continuity and progression. It will be implemented by all teachers and reviewed annually by the Design and Technology co-ordinator.

**Curriculum Intent**

At Busill Jones Primary School, we believe that design and technology helps to prepare children for the developing world and encourages them to become curious and creative problem-solvers, both as individuals and as part of a team.

Through the study of design and technology, they will be planning and communicating ideas, and combining practical skills with an understanding of aesthetic, social and environmental issues. Design and technology helps all children to become discerning and informed consumers and potential innovators in the future world. It provides children with a greater awareness and understanding of how everyday products are designed and made, why they are made a certain way.

## **Aims and Objectives**

As stated in the National Curriculum:

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.

Curriculum

Design and Technology is a foundation subject in the National Curriculum. At Busill Jones Primary School we follow a Long Term Plan and Medium Term Plan which ensures correct coverage and progression through the school from Early Years up to Year 6.

Long- Term Plan

The objective of the long term plans are to ensure the coverage of Design and Technology curriculum is correct. This is a 1 year cycle that incorporates skills from both year groups in each phase. Each D.T topic can be linked to a History, Geography or English topic to give it a context.



**Long term planning**

**For Design Technology**

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|  | Autumn 1A | Autumn 1B | Spring 2A | Spring 2B | Summer 3A | Summer 3B |
| Year 1/2Cycle A | **Dinosaur Planet****Design and Make**Build structures, exploring how they can be made stronger, stiffer and more stable.Construct simple structures, models or other products using a range of materials.  | **Muck, Mess and Mixtures****Cooking and Nutrition**Prepare a healthy dish. Work safely and hygienically in construction and cooking activities. | **Superheroes****Design and Make**Design and make a superhero masks.Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. | **Towers, Tunnels and Turrets****Design and make**Build a model castle using construction materials or other found and recycled materials | **Wriggle and Crawl****Cooking and nutrition**Use the honey to make delicious baked treats, such as honey flapjack, honey baked bananas and honey buns, selecting and using suitable tools for the task. | **Street Detectives****Design and make** Make a model of a house, shop or other building from their community, using a range of small boxes |
| Year 1/2Cycle B | **The Enchanted Woodland**  **Cooking and nutrition** Create healthy treats to serve at a tiny tea party for imaginary woodland creatures. Work with an adult to prepare and make mini sandwiches and small fruity skewers on cocktail sticks |  **Bright Lights, Big City** **Design & Make**: Design and make a moving model of the London Eye using a construction kit, such as K’NEX.Using ‘junk modelling’ techniques to make models. |  **Paws, Claws and Whiskers** **Design & Make**:  Make animal enclosures using junk items, adding texture, colours and special features.  |  **Splendid Skies** **Design & Make**: To design and make a model aeroplane.Using construction toys, K’NEX or lego to make a crane or vehicle. |  **Land Ahoy** **Design & Make**: Make boats with a moving part or mechanism, such as a lever or pulley, using Lego or other construction kits. |  **Beachcombers**  **Design & Make**: Make a simple beachcomber’s treasure book in which to record their ideas, drawings and photographs during the project. Use a range of different types of paper to create their pages, ordering them as they wish. Staple or tie with ribbon |
| Year 3/4Cycle A | **Potions****Follow Instructions and make**Follow instructions to make homemade bath bombs using essential oils, such as bergamot, chamomile, ginger, lavender and lemon.Select from and use a wider range of materials and components, including construction materials, textiles and ingredients | **Tribal Tales****Design and Make**Making Stone Age toolsGenerate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. | **Heroes and Villains****Design and make**Make a simple sock puppet of either Cruella de Vil or the dalmatian hero | **I am Warriors****Design and make** Make a shield for a Celtic warrior or a scutum (shield) for a Roman soldier. | **Predators**No coverage | **The Blue Abyss****Exploring**Explore how submarines work. |
| Year 3/4 Cycle B |  **Gods and Mortals****Design & Make**: Constructing a decoy vessel (Wooden Horse), sculpture of the terrible minotaur, Icarus and Daedalus wings, make a sword fit for a goddess. |  **Tremors** **Design & Make**:**:** A crane, knowledge levers, winding mechanisms, pulleys and gears). Investigate the effect of an earthquake, resulting in a tsunami. | **Road Trip USA** **Design & Make**: products and cut materials accurately and safely by selecting appropriate tools. **Cooking and nutrition** As part of their work with food, pupils should be taught how to cook an American dish. | **Urban Pioneers****Cooking and nutrition** As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils. | **Traders and Raiders** **Design & Make**: Constructing a Viking longship. The design to be as frightening as possible to Anglo-Saxons!**Cooking and nutrition** As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. |  **Playlist** **Design & Make**:To explore and make our own drum or percussion.**Cooking and nutrition** As part of their work with food, pupils should be taught food preparation and hygiene. |
| Year 5 /6Cycle A | **A Child’s War****Design and make**Use a range of materials to construct a structurally sound, miniature Anderson shelter. Use their structures to test loading capacity using rubble or sand  | **Frozen Kingdom****Design and make**Use cardboard boxes or recycled plastic milk cartons to construct a large-scale igloo. Find ways to join boxes sturdily enough for them to support an entrance doorway. | **Blood Heart****Cooking and nutrition**Follow recipes to make heart-healthy foods. Group the ingredients into the main food groups before using them in sequence to design a balanced and nutritious ‘happy heart’ three-course meal. | **Hola Mexico****Cooking and Nutrition**Read a range of recipes for traditional and contemporary Mexican fruit drinks and choose one to make. Make a shopping list for the ingredients needed. Write their own instructions and then follow them to make fruit punches | **Scream Machine**Explain the functionality and purpose of safety features on a range of products. | **Gallery Rebels****Design and Make**Investigate a range of Surrealist sculpture work, both old and new. Consider what the work might be about and make drawings and notes about different examples. Use a range of second hand and found objects to make a Surrealist sculpture |
|  Year 5/6Cycle B | **Allotment****Cooking and nutrition:** Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms).  | **Alchemy Island** **Design & Make**: Create a simple circuit using the ribbons, an LED bulb and a 3V coin cell battery. Use the circuit to make a lamp or torch, which they will need to make their way safely to Shadowly Caves.  | **Off with her head!** **Design & Make**: Our model castle. Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately  | **Tomorrow’s World****Design & Make**: a programmable device using a construction kit or found materials. Ensure that the device has a functional element, such as lights or a warning buzzer. Plan and draw their ideas | **Stargazers****Design & Make**: Design and make a satellite, rover or shuttle for a specific mission. Decide what sort of craft to make, thinking carefully about its design and what materials to use to withstand a hostile environment. | **Pharaohs** **Design & Make**: Tombs and pyramids of different sizes using a range of construction materials, including Lego, wooden blocks, bricks and cardboard boxes.**Cooking and nutrition** Follow a simple recipe to bake flatbread |

 Busill Jones Primary School – Design & Technology Topics 2020-2021 Curriculum Overview

Medium- Term Plans

The aims of the Medium Term planning is to ensure that all skills are achieved and incorporated into each area of D.T throughout the academic year.

Model for Short-Term Plan:

Lesson 1: Research of the skill or area of D.T (e.g. where are levers used)

Lesson 2: Introduction of skills and practise.

Lesson 3: Beginning to apply their skills and building upon them- Progression.

Lesson 4: Final finished product (Building & Evaluating)

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|  | Reception |
| Developing, planning and communicating ideas.  | * Realises tools can be used for a purpose (30-50m)
* Constructs with a purpose in mind, using a variety of resources (40-60+m)
 |
| Working with tools, equipment, materials and components to make quality products. | * Experiments with blocks (22-36m)
* Uses various construction materials (30-50m)
* Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces (30-50m)
* Joins construction pieces together to build balance (30-50m)
* Constructs with a purpose in mind, using a variety of resources (40-60+m)
* Uses simple tools and techniques competently and appropriately (40-60+m)
* Selects appropriate resources and adapts work where necessary (40-60+m)
* Select tools and techniques needed to shape, assemble and join materials they are using (40-60+m)
 |
| Evaluating processes and products. | N/A |
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|  | Year 1 | Year 2 |
| Developing, planning and communicating ideas.  | · Draw on their own experience to help generate ideas · Suggest ideas and explain what they are going to do· Identify a target group for what they intend to design and make · Model their ideas in card and paper · Develop their design ideas applying findings from their earlier research | Generate ideas by drawing on their own and other people's experiences · Develop their design ideas through discussion, observation , drawing and modelling · Identify a purpose for what they intend to design and make · Identify simple design criteria · Make simple drawings and label parts |
| Working with tools, equipment, materials and components to make quality products. | Make their design using appropriate techniques · With help measure, mark out, cut and shape a range of materials · Use tools eg scissors and a hole punch safely · Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape · Select and use appropriate fruit and vegetables, processes and tools · Use basic food handling, hygienic practices and personal hygiene · Use simple finishing techniques to improve the appearance of their product | Begin to select tools and materials; use vocab' to name and describe them · Measure, cut and score with some accuracy · Use hand tools safely and appropriately · Assemble, join and combine materials in order to make a product · Cut, shape and join fabric to make a simple garment. Use basic sewing techniques · Follow safe procedures for food safety and hygiene · Choose and use appropriate finishing techniques |
| Evaluating processes and products. | * Evaluate their product by discussing how well it works in relation to the purpose

· Evaluate their products as they are developed, identifying strengths and possible changes they might make · Evaluate their product by asking questions about what they have made and how they have gone about it | * Evaluate against their design criteria

· Evaluate their products as they are developed, identifying strengths and possible changes they might make · Talk about their ideas, saying what they like and dislike about them |

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|  | Year 3 | Year 4 |
| Developing, planning and communicating ideas.  | · Generate ideas for an item, considering its purpose and the user/s · Identify a purpose and establish criteria for a successful product. · Plan the order of their work before starting · Explore, develop and communicate design proposals by modelling ideas · Make drawings with labels when designing | · Generate ideas, considering the purposes for which they are designing · Make labelled drawings from different views showing specific features · Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail · Evaluate products and identify criteria that can be used for their own designs |
| Working with tools, equipment, materials and components to make quality products. | · Select tools and techniques for making their product · Measure, mark out, cut, score and assemble components with more accuracy · Work safely and accurately with a range of simple tools · Think about their ideas as they make progress and be willing change things if this helps them improve their work · Measure, tape or pin, cut and join fabric with some accuracy · Demonstrate hygienic food preparation and storage · Use finishing techniques strengthen and improve the appearance of their product using a range of equipment including ICT | · Select appropriate tools and techniques for making their product · Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques · Join and combine materials and components accurately in temporary and permanent ways · Sew using a range of different stitches, weave and knit · Measure, tape or pin, cut and join fabric with some accuracy · Use simple graphical communication techniques |
| Evaluating processes and products. | · Evaluate their product against original design criteria e.g. how well it meets its intended purpose · Disassemble and evaluate familiar products | · Evaluate their work both during and at the end of the assignment · Evaluate their products carrying out appropriate tests |

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|  | Year 5 | Year 6 |
| Developing, planning and communicating ideas.  | · Generate ideas through brainstorming and identify a purpose for their product · Draw up a specification for their design · Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail · Use results of investigations, information sources, including ICT when developing design ideas | · Communicate their ideas through detailed labelled drawings · Develop a design specification · Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways · Plan the order of their work, choosing appropriate materials, tools and techniques |
| Working with tools, equipment, materials and components to make quality products. | · Select appropriate materials, tools and techniques · Measure and mark out accurately · Use skills in using different tools and equipment safely and accurately · Weigh and measure accurately (time, dry ingredients, liquids) · Apply the rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens · Cut and join with accuracy to ensure a good-quality finish to the product | · Select appropriate tools, materials, components and techniques· Assemble components make working models · Use tools safely and accurately · Construct products using permanent joining techniques · Make modifications as they go along · Pin, sew and stitch materials together create a product · Achieve a quality product |
| Evaluating processes and products. | · Evaluate a product against the original design specification· Evaluate it personally and seek evaluation from others | · Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests · Record their evaluations using drawings with labels · Evaluate against their original criteria and suggest ways that their product could be improved |

In planning work the teachers will aim to:

* Provide breadth and balance of Design and Technology activities for all pupils.
* Provide a differentiated Design and Technology curriculum to meet the needs of all pupils through the continuity of experiences.
* To set suitable learning challenges for individuals or small groups of pupils.
* To respond to pupils diverse learning needs.
* To liaise with SENCO to ensure that provision is made for all pupils with S.E.N.

**SEND**

It is important that learners should work at an appropriate level of difficulty across the curriculum. It is the responsibility of the class teacher to monitor and assess the ability and level of understanding of individual pupils regarding Design and Technology, and to cater for their needs. Advice and support can be sought from the Design and Technology curriculum leader, SENCO, Head of School or external agencies.

## **Assessment**

Assessment in Design and Technology will be undertaken as part of a broader evaluation of pupil progress measured against P Level and National Curriculum assessment criteria.

The Design and Technology Coordinator will ensure that assessment:

* Is embedded as an essential part of teaching and learning.
* Involves sharing learning objectives and success criteria with pupils.
* Aims to help pupils to know and recognise the standards they are aiming for.
* Involves pupils in peer and self-assessment.
* Provides subject specific feedback which leads pupils to recognising their next steps and how to take them.
* Involves both teacher and pupils reviewing and reflecting on assessment data.

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| Developing, Planning and Communicating Ideas |
| * Realises tools can be used for a purpose (30-50m)
* Constructs with a purpose in mind, using a variety of resources (40-60+m)
 |
| Working with Tools, Equipment, Materials and Components |
| * Experiments with blocks (22-36m)
* Uses various construction materials (30-50m)
* Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces (30-50m)
* Joins construction pieces together to build balance (30-50m)
* Constructs with a purpose in mind, using a variety of resources (40-60+m)
* Uses simple tools and techniques competently and appropriately (40-60+m)
* Selects appropriate resources and adapts work where necessary (40-60+m)
* Select tools and techniques needed to shape, assemble and join materials they are using (40-60+m)
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| Year 1 |
| Developing, Planning and Communicating Ideas |
| * Draw on their own experience to help generate ideas
* Suggest ideas and explain what they are going to do
* Identify a target group for what they intend to design and make
* Model their ideas in card and paper
* Develop their design ideas applying their findings from their earlier research
 |
| Working with Tools, Equipment, Materials and Components |
| * Make their design using appropriate techniques
* With help measure, mark out, cut and shape a range of materials
* Use tool such as scissors and a hole punch safely
* Assemble, join and combine materials and components together using a variety of temporary methods (glues and tapes)
* Select and use appropriate fruit and vegetables, processes and tools
* Use basic food handling, hygienic practices and personal hygiene
* Use simple finishing techniques to improve the appearance of their product
 |
| Evaluating Processes  |
| * Evaluate their product by discussing how well it works in relation to its purpose
* Evaluate their products as they are developed, identifying strengths and possible changes they might make
* Evaluate their product by asking questions about what they have made and how they have gone about it
 |
| Technical Knowledge (KS1) |
| * To understand the simple working characteristics of materials and components
* To know about the movement of simple mechanisms such as: levers, sliders, wheels and axels
* To know how freestanding structures can be made stronger, stiffer and more stable
* To understand that a 3-D textiles product can be assembled from two identical fabric shapes
* To know the correct technical vocabulary for the projects they are undertaking
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| Year 2 |
| Developing, Planning and Communicating Ideas |
| * Generate ideas by drawing on their own and other people’s experiences
* Develop their design ideas through discussion, observation, drawing and modelling
* Identify a purpose for what they intend to design and make
* Identify simple design criteria
* Make simple drawing and label parts
 |
| Working with Tools, Equipment, Materials and Components |
| * Begin to select tools and materials; use vocabulary to name and describe them
* Measure, cut and score with some accuracy
* Use hand tools safely and appropriately
* Assemble, join and combine materials in order to make a product
* Cut, shape and join fabric to make a simple garment.
* Use basic sewing techniques
* Follow safe procedures for food safety and hygiene
* Choose and use appropriate finishing techniques
 |
| Evaluating Processes  |
| * Evaluate against their design criteria
* Evaluate their products as they are developed, identifying strengths and possible changes they might make
* Talk about their ideas, saying what they like and dislike about them
 |
| Technical Knowledge (KS1) |
| * To understand the simple working characteristics of materials and components
* To know about the movement of simple mechanisms such as: levers, sliders, wheels and axels
* To know how freestanding structures can be made stronger, stiffer and more stable
* To understand that a 3-D textiles product can be assembled from two identical fabric shapes
* To know the correct technical vocabulary for the projects they are undertaking
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| Year 3 |
| Developing, Planning and Communicating Ideas |
| * Generate ideas for an item, considering its purpose and the user/s
* Identify a purpose and establish criteria for a successful product
* Plan the order of their work before starting
* Explore, develop and communicate design proposals by modelling ideas
* Make drawings with labels when designing
 |
| Working with Tools, Equipment, Materials and Components |
| * Select tools and techniques for making their product
* Measure, mark out, cut, score and assemble components with more accuracy
* Work safely and accurately with a range of simple tools
* Think about their ideas as they make progress and be willing to change things if this helps them to improve their work
* Measure, tape or pin, cut and join fabric with some accuracy
* Demonstrate hygienic food preparation and storage
* Use finishing techniques strengthen and improve the appearance of their product using a range of equipment including ICT
 |
| Evaluating Processes  |
| * Evaluate their product against original design criteria
* Disassemble and evaluate familiar products
 |
| Technical Knowledge (Lower KS2) |
| * To know how mechanical systems such as levers, linkages or pneumatic systems create movement
* To know how simple electric circuits and components can use used to create functioning products
* To know how to program a computer to control their products
* To know how to make stiff, strong shell structures
* To know that a single fabric shape can be used to make a 3D textiles product
* To know that food ingredients can be fresh, pre-cooked and processed
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| Year 4 |
| Developing, Planning and Communicating Ideas |
| * Generate ideas, considering the purposes for which they are designing
* Make labelled drawings from different views showing specific features
* Develop a clear idea of what has to be done, planning how to use materials, equipment and processes and suggesting alternative methods of making.
* Evaluate products and identify criteria that can be used for their own designs
 |
| Working with Tools, Equipment, Materials and Components |
| * Select appropriate tools and techniques for making their product
* Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques
* Join and combine materials and components accurately in temporary and permanent ways
* Sew using a range of different stitches, weave and knit
* Measure, tape or pin, cut and join fabric with some accuracy
* Use simple graphical communication techniques
 |
| Evaluating Processes  |
| * Evaluate their work both during and at the end of the assignment
* Evaluate their products carrying out appropriate tests
 |
| Technical Knowledge (Lower KS2) |
| * To know how mechanical systems such as levers, linkages or pneumatic systems create movement
* To know how simple electric circuits and components can use used to create functioning products
* To know how to program a computer to control their products
* To know how to make stiff, strong shell structures
* To know that a single fabric shape can be used to make a 3D textiles product
* To know that food ingredients can be fresh, pre-cooked and processed
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| Year 6 |
| Developing, Planning and Communicating Ideas |
| * Communicate their ideas through detailed labelled drawings
* Develop a design specification
* Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways
* Plan the order of their work, choosing appropriate materials, tools and techniques
 |
| Working with Tools, Equipment, Materials and Components |
| * Select appropriate materials, tools, components and techniques
* Assemble components and make working models
* Use different tools and equipment safely and accurately
* Construct products using permanent joining techniques
* Make modifications as they go along
* Pin, sew and stitch materials together to create a product
* Achieve a quality product
 |
| Evaluating Processes  |
| * Evaluate their products, identifying strengths and areas for development and carrying out appropriate tests
* Record their evaluations using drawings with labels
* Evaluate against their original design criteria and suggest ways that their product could be improved
 |
| Technical Knowledge (Upper KS2) |
| * To know how mechanical systems such as: cams, pulleys or gears create movement
* To know how more complex electrical circuits and components can be sued to create functioning products
* To know how to program a computer to monitor changes in the environment and control their products
* To know to reinforce and strengthen a 3D framework
* To know that a 3D textiles product can be made from a combination of fabric shapes
* To know that a recipe can be adapted by adding or substituting one or more ingredients
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At the end of the school year, parents will be presented with a written report, of which Design and Technology is one of the subjects. Teachers may also report on a pupil’s progress at Parent’s Evenings

At the end of each term, pupils will be assessed as being:

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| **E / :2** | Emerging |
| **D / :4** | Developing |
| **S / :6** | Secure |
| **M**  | Mastery |

For further information, please refer to the Policy for Assessment and Marking

Monitoring Design and Technology

The monitoring of the standards of pupils’ work and of the quality of teaching in Design and Technology is the responsibility of the subject leader. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in Design and Technology, and providing a strategic lead and direction for this subject in the school. The subject leader gives the Head of School a termly report in which she evaluates the strengths and weaknesses in Design and Technology, and indicates areas for further improvement. The subject leader undertakes lesson observations of Design and Technology teaching across the school on a periodic basis.

Celebration of success and display

It is important that pupils’ success in Design and Technology is acknowledged and celebrated appropriately. This will be done through display in classrooms and around school.

## **Resources**

Resources for Design and Technology are kept in the Art and Design cupboard in the Library corridor. When a unit of work has been completed, any remaining resources and all hardware should be sorted and returned to their appropriate storage place. Requests for consumables should be made to the Design and Technology coordinator, allowing three weeks for ordering and delivering.

## **Health and Safety**

The pupils’ safety is the responsibility of the class teacher. Safety awareness is also part of pupils’ learning in Design and Technology. Pupils are also taught to follow proper procedures for food safety and hygiene. Fresh food should be used within the best before date shown, and stored in a refrigerator at all times until use. Staff should check all ingredients before use with their class. A risk assessment must be completed for any food-technology lessons and authorised by Rebecca Adams (Deputy Head).

**Safety code for Design and Technology:**

* Only use equipment that is in good working order.
* Pupils should only be expected to perform tasks applicable to their ability.
* Pupils should keep fingers behind a cutting edge when cutting materials.
* Secure material using a vice, bench-hook or G-clamp when using a saw.
* Pupils should not cut small items or materials that leave jagged edges.
* Teachers should not assume that pupils know what to do and should teach correct use and safety on each occasion.
* Any pupil who experiences difficulty cutting a material should be stopped immediately.
* Do not leave cutting tools or other equipment lying around the classroom.
* Before handling food, tie back long hair, wash hands with soap and water and cover any cuts.
* Children should not be allowed in the Cooking room without adult supervision at ANY time. The cooking room should remain locked when not in use.

**Pupils should NEVER be allowed to use the following without ADULT SUPERVISION:**

* Glue gun
* Hacksaws
* Hand drills
* Cutting knives

Further information relating to risk assessments is available from CLEAPSS

Design and Technology requires pupils to engage in varied practical activity where they will develop use of potentially dangerous tools and pieces of equipment. The simple, common sense rules given above are enough to ensure active and safe Design and Technology project work, but we must all be vigilant to ensure the safety of pupils in our care.

### **Role of the Coordinator**

# The school’s appointed subject Coordinator will oversee the continuity of the subject and the progression of teaching and learning.

# The Design and Technology Coordinator is responsible for:

* Developing, resourcing and reviewing the school’s Design and Technology Policy.
* Planning, instigating and monitoring teaching programmes.
* Liaising with colleagues, including the SEND Lead, to differentiate teaching programmes in accordance with the needs of individual pupils.
* Working with other staff to teach the subject content.
* Keeping staff informed of visits and courses.
* Facilitating the assessment of pupils’ work.
* Keeping up-to-date with current affairs and best practice regarding Design and Technology.
* Providing guidance, including INSET training to staff as part of their ongoing professional development.
* Undertaking the performance reviews of Design and Technology staff, and updating the Head of School.
* Celebrating and promoting the Design and Technology curriculum and the work of pupils throughout the school.

**This policy is to be reviewed annually unless there are any changes within the Trust.**