



Dallimore Primary and Nursery School Design and Technology Policy

Design and Technology Policy

This policy is a statement of the aims, principles and strategies for the teaching of Design and Technology at Dallimore Primary and Nursery School.

Intent – what does the Design and Technology curriculum intend to do?

At Dallimore Primary and Nursery, we intend that children should master Design and Technology to such an extent that they can go on to have careers within Design and Technology and make use of design and technology effectively in their everyday lives.

Our children will be taught Design and Technology in a way that ensures progression of skills and knowledge, following a sequence to build on previous learning. Our children will gain experience and skills of a wide range of formal elements of design and concepts of technology in a way that will enhance their learning opportunities, allowing them to use design and technology across a range of subjects as creative problem solvers.

Implementation – how is the curriculum implemented?

We follow a broad and balanced Design and Technology curriculum that builds on previous learning and provides both support and challenge for learners. We use the KAPOW scheme of learning that provides a robust progression of skills and ensures that we have full coverage of the National Curriculum.

The long-term Design and Technology overview provides staff with a clear schedule for units of learning. The subject is taught every other half term, alternating with Art and Design lessons. Lessons are taught on a weekly basis so that knowledge and skills are regularly taught and revisited.

We aim to ensure that Design and Technology is embedded in our whole school curriculum and that opportunities for enhancing learning by using design and technology are always taken.

Retrieval practice

Weekly retrieval practice will take place during DT units. This will involve revisiting previously taught learning so that children build knowledge over time. This might take place in the form of quizzes or interactive SMART board activities. This will contribute to developing children's schemas around aspects of Design and Technology.

Vocabulary

At the start of each DT lesson, there will be a planned vocabulary check. Teachers will share tier 2 and tier 3 vocabulary that children will use/be expected to understand during the lesson. This vocabulary will be taken from the unit knowledge organisers.

Make it stick

Each DT lesson will end with a 'make it stick' task. These tasks provide a snapshot of a child's performance during the lesson and indicate whether they have understood the key knowledge for the lesson. These also act as an 'aide memoire' for future retrieval tasks.

Impact

Our children enjoy and value Design and Technology and know why they are doing things, not just how.

Children will understand and appreciate the value of Design and Technology in the context of their personal wellbeing and the creative and cultural industries and their many career opportunities.

Progress in Design and Technology is demonstrated through regularly reviewing and scrutinising children's work to ensure that progression of skills and knowledge is taking place. This takes place through:

- Looking at pupils' work, especially over time as they gain skills and knowledge
- Observing how they perform in lessons
- Talking to them about what they know
- Checking their work, namely their 'make it sticks' to check performance in individual lessons

The Design and Technology curriculum will contribute to children's personal development in creativity, independence, judgement and self-reflection. This would be seen in them being able to talk confidently about their work and sharing their work with others. Progress will be shown through outcomes and through the important record of the process leading to them.

Health and Safety

The following guidance must be adhered to when using resources in school:

- **Clamps/Pliers/Vices/Punches:** Children may use these pieces of equipment when their strength of grip enables them to operate the tool. N.B. eyelet punches require a considerable amount of strength to control so should be used only by teachers or older children.
- **Cookers:** Once instruction has been given, children may be allowed to operate the cooker under close supervision.
- **Hand drills:** These may be used by children after training under supervision. When the teacher is satisfied that the child has become competent in the use of this tool, they may use the drill in the classroom by themselves (Unsupervised in KS2 only).
- **Mini Drills:** To be used by KS2 children after training under supervision.

- **Safety Glasses:** These should be worn when there is a risk of damage to the eyes.
- **Food Hygiene:** Children should be made aware as early as possible of the need for hygienic food preparation. Teachers should train the children to prepare food hygienically and supervise preparation.
- **Wood Adhesive:** This should only be used by the teacher or under direct supervision
- **Wallpaper paste:** This glue may be used after training and then under general supervision.
- **Glue Guns:** Glue guns are used in UKS2. When used, there will be close supervision by an adult.
- **Hammers:** Smaller weight hammers are sufficient for most jobs in the classroom. Claw hammers and Club Hammers are not for use in the classroom.
- **Knives:** While use of scissors is preferable, children may be required to use knives for their Design and Technology work. They should only be used by older children and can be used once they have learnt the rules, techniques and skills for cutting. They should be closely supervised while working with a knife.
- **Paints:** Children should use water-based paints only. These may be used under general supervision.
- **Plastics:** Plastic sheeting should be cut using scissors and may be used at any age where the pupils are competent with scissors. Years 5 and 6 may sand plastics but only after training and under supervision.
- **Sandpaper/Emery paper/Files:** Sanding and filing may be carried out using these tools under general supervision as soon as the children's motor skills are sufficient.
- **Hacksaws and Junior Hacksaws:** These are suitable for most tasks and may be used by the children providing they have had training and have the appropriate motor skills.
- **Paper cutters:** These should be used by the youngest pupils until they have the motor coordination to use scissors.
- **Blunt ended scissors:** These may be used as soon as the children can actually handle them under general supervision.
- **Safety snips:** These may be used under general supervision once the children can be relied upon to use the correct techniques.
- **Nails and Pins:** These may be used under general supervision once the children have been trained in their use.

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