



**MUNTHAM HOUSE SCHOOL**

**DESIGN AND  
TECHNOLOGY  
POLICY**

## **Design and Technology Policy**

### **Overview**

#### **Secondary Design Technology**

Design and Technology prepares pupils for a world of rapidly changing technologies. They learn to think and respond creatively to improve quality of life. The subject enables pupils to become creative problem solvers as individuals and members of a team. They combine practical skills with an understanding of aesthetics, social and environmental issues, function and industrial practices and work-related learning opportunities. 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 have the opportunity to be discriminating and informed users of products, become potential innovators or designers, or fulfil technical roles, and prepare for employment or further education opportunities. Design technology will embed pupils' literacy and numeracy skills within the lesson. Some projects will focus on STEM-based themes to embed cross-curricular links and motivate pupils, and link the subjects and pupils' applied knowledge.

#### **Primary Design Technology**

Design and technology programmes of study: key stages 1 and 2 National curriculum in England. Purpose of study: 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 make an essential contribution to the creativity, culture, wealth and well-being of the nation. Aims The national curriculum for design and technology aims to ensure that all pupils: § 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 their ideas and products and the work of others § understand and apply the principles of nutrition and learn how to cook. Attainment targets By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

See Appendix 1: National Curriculum KS1 and KS2.

- [\*\*National Curriculum - Design and Technology Key Stages 1 to 2\*\*](#)

We have reviewed the current policy and taken into account the changing curriculum, referring to QCA guidelines and recommendations from DATA.

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The policy is predominantly for staff, parents, governors and outside agencies.

We will review this policy in one year's time, after completing the curriculum development cycle.

We aim to 'create a happy, caring and enriching environment in which everybody matters and which enables the best possible learning journey for all.'

### **Intent, Implementation and Impact**

#### **Intent**

We intend to meet the needs of the pupils at Muntham House school and identify the bespoke needs of the pupils to motivate them to progress with independent skills and become ready for the world of work and potential employment. We aim to teach pupils to be able to develop solving skills, learning to work individually or together as a team and become independent learners.

We plan ahead for the resources and assessment objectives for the examination criteria, working toward the GCSE assessment criteria to allow pupils to undertake their examination in year eleven. Pupils will undertake lessons that reflect the Y10 options to help them understand the course and option choices they can undertake at the end of year 9 and link this to potential future careers, college courses, and employment opportunities.

The work undertaken in the Design Technology might lead to potential employment and college places in the fields of Service / Maintenance Engineering, Building / Carpentry trades, which link into the courses offered at local colleges.

#### **Implementation**

We aim to recognise the needs of the individual pupils and allocate staffing to help support the pupils in undertaking the project offers in the Design Technology lessons. Resources are put in place to deliver the curriculum content and ensure pupils can access the learning opportunities across the curriculum.

We aim to incorporate STEM and new technologies and develop pupils' independent problem-solving skills and reinforce their learning in the areas of Mathematics, Science and Technology.

We aim to undertake training with assessment providers and liaise with other schools to moderate the marking and assessment of coursework, working towards the GCSE assessment criteria.

#### **Impact**

We aim to work toward pupils accessing the Examination and assessment criteria for the course offered, seeing purposeful and realistic outcomes based on the pupils' needs,

interests and abilities. We aim to help pupils become self-motivated, independent learners to allow them to move on to places in further education, and become valued members of society, able to access further education, apprenticeships and employment and independence.

### **Aims**

The aims of design and technology are:

- To give children the confidence and competence to identify, examine and solve practical problems that involve the design and production of good quality products that can be tested and evaluated in use;
- To encourage pupils to make judgements about the aesthetic, economic, social and technological quality of their own work and others;
- To give pupils experience of hands-on learning and a wide range of learning styles, by undertaking the activities in Design Technology lessons.
- To give pupils a sense of enjoyment and pride in their ability to design and make using a variety of approaches, materials and methods;
- To encourage respect for the ways in which people of different cultural backgrounds, past and present, have shown their ability to enrich the environment;
- To develop pupils' understanding of the ways in which products or systems might be controlled and how they might be made to work more effectively;
- To make pupils aware of the essential similarities and differences between designing and making in school and industry and commerce;
- To encourage the flexibility and openness of mind necessary to meet practical challenges, develop problem-solving skills, and transferable skills for pupils.
- To develop pupils' abilities to communicate in practical contexts.
- To help pupils develop the social skills required to work as a member of a team, as well as the ability to work independently when the situation demands it.
- To develop literacy and numeracy skills across the curriculum with context-based applications of these basic skills for lifelong learning.
- To develop problem-solving skills and link this to STEM activities.
- To show pupils possible career paths and employment opportunities in related sectors of learning, such as trade skills, mechanics, engineering, design, etc. and highlight links to these where relevant.
- Pupils may currently undertake AQA 8552 GCSE Resistant Material and AQA Unit Awards in Mechanics at KS4. We will regularly evaluate this course offered and look at alternatives if required that better suit the pupils' needs.

### **Objectives**

The pupils at Muntham House will:

- Recognise similarities and differences in a wide range of materials with respect to their physical and/or sensory properties;
- Use effectively and safely a variety of tools to design and work with a range of materials;
- When appropriate, to make prototypes and temporary models as a stage leading to the production of more permanent products or systems;
- Share ideas about ways of carrying out a task;
- Seek out, record and analyse information from a variety of sources, including the use of ICT;
- Bring together ideas and formulate a plan, procedure or design which seems likely to work;
- Explain to each other, and to adults, what they are doing as their work proceeds, giving and accepting advice as required;
- Judge the relative merits of various solutions to a problem;
- Recognise how a finished product may be improved and evaluate it.
- Convey and communicate their ideas to other people using a variety of appropriate techniques and media, including the use of ICT and CAD.
- To embed cross-curricular links and embed a literacy and numeracy focus, and apply this in the context of Design Technology lessons.
- To experience modern technologies, including systems and control and CNC manufacturing, to deliver an up-to-date curriculum encompassing modern technologies and emerging technologies.

### **Teaching Guidelines**

Across the key stages, pupils will be given opportunities to work individually, in pairs and in small groups. Whole-class teaching will also be used when appropriate. The organisational strategy for each unit of work will be tailored to individuals and have the flexibility to adapt the organisation of the activities appropriately for individuals and groups of pupils as required.

See also the Design Technology Health and Safety policy.

### **Curriculum Planning**

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The National Curriculum requires the use of three types of tasks for Design and Technology. These are:

- Designing and making assignments – within which pupils will design and make products that can be tested and evaluated in use;
- Focused practical tasks within which pupils will learn and practise particular skills and knowledge;
- Work with products and applications. Pupils will be given opportunities to evaluate products to see how they function.

The curriculum planning and schemes of work detail how these tasks and assignments are delivered through a wide range of projects specifically tailored to enhance the motivation and engagement of pupils with special education needs, encompassing a wide range of learning styles tailored to the pupils at Muntham House School.

### **Monitoring and Assessment**

Pupils' work will be assessed against the lesson objective/project objectives and recorded with photographic evidence for each piece of work.

The performance indicators will be graded to record the pupil's achievements from teacher assessment and evidence from the class work.

Pupils will be given verbal feedback and formal feedback for each project against the assessment criteria for the design folder work and practical work. The focus of this varies depending on the project undertaken.

### **Assessment for Learning**

Design and technology is assessed through discussion with the children, the use of success criteria in each lesson, evaluations on weekly planning, where each child has an achievement recorded and an individual pupil profile folder. This evidence may take the form of sketches and notes made by pupils, photographs and teacher support statements, to evidence each pupil's achievements.

### **Monitoring and Assessment**

The design technology curriculum is monitored on a regular basis by the Design and Technology co-ordinator, who examines the pupils' work, monitors classroom practice and planning and ensures parity of entitlement for all pupils across the school.

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He / She identifies the training needs of the staff and plans the training programmes. He / She also attends training for the design technology coordinators run by the local authority and other providers.

There is no legal requirement for the assessment against the end of the key stage, where the National Curriculum takes place.

GCSE AQA Coursework projects are marked against the AQA Examination criteria (AQA 8552). Marking of these projects is completed at the end of the year for submission to the exam board. Feedback on sections of the work cannot be given to individual pupils in line with the AQA guidelines; general group feedback and advice may be given only.' See Appendix 2

The GCSE NEA assessment is to be submitted as an E portfolio from May 2026.

### **Health and Safety**

There are published guidelines for health and safety and for safe practices in Design and Technology. These guidelines include risk assessments, which should be referred to before beginning a unit of work. It is the responsibility of the teacher, and any other adult who may work with the children, to familiarise themselves with these documents. The subject leader will inform colleagues of any updates or changes.

Staff teaching Design Technology are fully qualified and hold a safety certificate for Health and Safety in Design Technology (DATA Course). The teaching assistant in DT has undertaken a DATA-approved Health and Safety Course and ongoing training within the role by the Design Technology Co-ordinator, and regular review and updates from the class teacher when required, undertaking unfamiliar activities on a weekly basis.

### **Equipment and Resources**

Tools and resources are stored in the resources cupboard and workshop. They are set out in labelled trays to be easily located and accessed. Tools and equipment that are required to be locked away, such as paints, chemicals and sharp tools, are held in the rear store room, which is kept locked at all times. All children are taught to select and use appropriate tools, equipment and resources. Pupils are not allowed in the store room or the DT room at any time.

### **Inclusion and equal opportunities**

Design and technology is taught to all children regardless of ability and forms an integral part of our connected curriculum. Staff strive to meet the needs of individual children and the targets for design and technology.

We will identify and study some of the leading designers, looking at their cultural influences, backgrounds and contributions to modern society. Part of the AQA examination

and coursework content will focus on the work of a given list of famous designers, such as Aljoud Lootah, Karim Rashid, Morag Myerscough and Yinka Ilori, for the GCSE themes. These highlight the wide range of diversity within Design Technology.

### **Role of the Co-ordinator/Subject Leader**

The subject leader is responsible for:

- Monitoring the standards of achievement across the school and for determining priorities for raising standards of pupil achievement;
- Organising and carrying out an annual review of the school policy for Design and Technology;
- Organising appropriate resources;
- Producing and reviewing a long-term subject improvement plan for developing Design and Technology within the whole curriculum;
- Preparing and developing a scheme of work for Design and Technology which clearly indicates the educational objectives to be achieved and demonstrates continuity and progression;
- Ensuring that staff development for Design and Technology is available as appropriate;
- Ensuring that all teachers and other adults are aware of the Health and Safety guidelines for Design and Technology.

### **Class teachers are responsible for:**

- Ensuring that appropriate information is transferred to the receiving teacher for every pupil with regard to Design and Technology achievement and strengths and weaknesses;
- Managing Design and Technology within the classroom to maximise the teaching and learning of Design and Technology knowledge, skills and understanding;
- Developing their personal skills so that they are competent to teach all aspects of the programmes of study for Design and Technology,
- Ensuring that all children have equal and appropriate access to Design and Technology.

### **Classroom helpers are responsible for:**

- Supporting activities planned and managed by the class teacher;
- Supporting pupils to develop their knowledge, skills and understanding in Design and Technology;

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- Discussing with the class teacher the individual progress of pupils.

### Future Developments

Staff to review Risk Assessments carried out within the department and sign a copy of the risk assessments held on file in the department. These are to be signed by the Staff, Support Staff and Head Teacher after approval.

Risk assessments are in place for the class-based activities and regularly reviewed with teaching and support staff.

Training is put in place each year for additional LSA supporting staff to help them understand the requirements and undertake and support the classroom activities safely with pupils.

Design Technology is now being taught by the main school staff in the primary classes, and this is regularly reviewed, and the planning and activities are shared with the primary team.

### Appendix 1

- [National Curriculum - Design and Technology Key Stages 1 to 2](#)

### Appendix 2

From: AQA Design and Technology [dandt@aqa.org.uk]

Subject: GCSE Marking and Feedback DT AQA 8552

See AQA :

Thank you for your enquiry. Teachers may provide students with general advice; however, they must not provide detailed and specific advice on how the work may be improved to meet the assessment criteria. This information is available in the specification under 3.2 Task taking-Feedback control.

Aimee Harris  
Customer Support Adviser

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### Monitoring the Effectiveness of the Policy

Annually (or when the need arises), the effectiveness of this policy will be reviewed by the Head of English, the Head of Education and the nominated governor. Necessary recommendations for improvement will be made to the Governors.