



**Castle Hill School**  
Innovating, Communicating, Empowering

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# Design Technology Policy

<b>Policy Created</b>	<b>2013</b>
<b>Committee</b>	<b>KUW</b>
<b>Last review</b>	<b>June 2022</b>
<b>Frequency</b>	<b>3 years</b>
<b>Date to be reviewed</b>	<b>June 2025</b>

# **Design Technology Policy**

## **General Policy Statement**

At Castle Hill School we intend to provide a safe, secure, caring environment where everyone is valued and respected equally. We aim to provide an inclusive education where children develop independent learning skills and are taught according to need whatever their age, gender, background, beliefs or abilities.

National legislation, the [Equality Act 2010](#) and the [Special Educational Needs and Disability Regulations 2014](#) re disabilities, race relations and special education needs underpin this policy, which has also taken into consideration national, local and school policies on Special Educational Needs, Equal Opportunities and Health and Safety.

## **General Curriculum Statement**

The fundamental principle behind curriculum design at Castle Hill School is personalisation. The learning needs of each pupil are rigorously assessed on entry to the school and on a regular basis through their school career. This work has included a full audit of learning needs. In this, every aspect of each pupil's learning needs is reviewed, bringing in the experience and expertise of a wide range of staff, professionals and parents/carers to identify priority areas for the pupil's personalised curriculum. Each pupil's curriculum is therefore bespoke.

For more information please refer to the Curriculum Statement (a separate policy).

## **Design Technology Statement**

The teaching of Design Technology:

- provides practical learning experiences to all pupils
- enables pupils to use their knowledge and understanding from across the curriculum and apply it in practical activities
- allows pupils to feel a sense of achievement and improve their self-esteem by designing and making real products
- fosters pupils' curiosity and deepens their understanding of the world
- encourage and develop problem solving through practical activities

## **Philosophy**

The teaching of Design Technology incorporates many different aspects of the Curriculum, from Mathematics to Science, and ICT to Expressive Arts and Design. A key component of Design Technology is Food Technology, in which pupils develop their understanding of the production, processing and distribution of food, enabling them to develop vital life skills and fostering their independence. Pupils are provided with visual, tactile and practical experiences, which stimulate creativity and imagination. The Schemes of Work provide the foundation for accessible, inspiring and enjoyable Design Technology teaching. Design Technology allows pupils to develop their skills over short-term and long-term projects. Through Design Technology, pupils learn how to take risks, become resourceful, innovative and enterprising. Design Technology enables pupils to develop cognitive skills, fine motor skills, language and expression, including non-verbal communication.

## **Practice**

The framework for the National Curriculum provides the structure for our Schemes of Work, with programmes of study drawn from Equals & QCA.

The practice is to ensure that materials and activities are appropriate within all lessons, offering a wide range of activities that accommodate individual needs. Progress and continuity are apparent across the Schemes of Work with differentiation for a wide range of pupils evident in the planning and assessment process. Learning opportunities will cover the following elements:

- using ICT to enhance the Design Technology process
- promoting knowledge and understanding of the sensory qualities, differences and similarities, production, processing and distribution of food (as part of Food Technology)
- visual stimulation and exploration
- tactile stimulation and exploration
- exploring and manipulating materials and resources
- developing creativity
- collaborative work
- valuing their own work and the work of others

- the development of skills which can be used in artistic expression
- promoting knowledge and understanding of design forms

Design Technology is set within the context of a broad and balanced curriculum. Opportunities are provided for pupils to work and participate in external projects. The cultural diversity of the school community is drawn upon through Design Technology projects, which is shown through displays, photographic evidence, artefacts and various celebrations. There are three main elements of Design Technology, which are essential to pupils with severe and profound learning difficulties, these are often inter-connected:

- Learning about design (understanding and investigating)
- Learning about design (knowledge and understanding)
- Learning through design (design can develop learning in most Curriculum areas)

Design Technology provides a rich learning opportunity for our pupils, one that challenges and stimulates. Design technology is highly motivating and achievable, resulting in success that in turn enhances self-esteem and wellbeing.

### **Practice**

A range of teaching styles is used to accommodate the different learning abilities of individual students. Teaching is on an individual basis, in small groups or whole class groups.

Design Technology is delivered through cross-curricular teaching. A whole school topic is identified each term and the Curriculum team draws up a Design Technology Scheme (Curriculum Guide) relevant to the topic. Assessment is built into the teaching and learning process for all pupils. It is a valuable tool in informing staff of the next steps in learning.

### **Early Years**

Children in the Early Years follow the Foundation Stage curriculum. Design Technology is taught through the Understanding the World area of learning.

### **Key Stage 1-4**

Pupils in Key stage 1-4 will cover DT through the school's Understanding the World Curriculum Guides, with links to a variety of schemes of work including the Equals, Moving On, QUEST, the QCA schemes of work, and the National Curriculum.

### **Post 16**

Post 16 pupils primarily follow the ASDAN Personal Progress and ASDAN Personal and Social Development accreditation will also follow the school's Understanding the World Curriculum Guides and aspects of the Moving On Curriculum.

### **Health and Safety**

Pupils follow procedures to ensure good health and safety practices. Teachers have the obligation to carry out their own risk assessments, depending upon the nature of the activities planned and the needs of individual students. Teachers ensure strict Food Hygiene standards are met in the delivery of Food Technology.

### **UNICEF and the Rights of the Child**

There is a strong link between Design and Technology and the UN Convention on the Rights of the Child (CRC), recognising that all of our pupils have all of the rights set out in the Articles, included but not limited to the following areas:

- Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law. (Article 13 – Freedom of expression)
- Every child has the right to express their views, feelings and wishes and to have these views considered. (Article 12 – Respect for the views of the child)
- Every child should develop personal autonomy by increasing children's capacity to make their own choices (Article 5 – Parental guidance and a child's evolving capacity)
- Realise that they can make a difference by their individual or collective actions (Article 15 – Freedom of association)
- Education must develop every child's personality, talents and abilities. (Article 29 – Goals of education)
- Every child has the right to relax, play and take part in cultural and artistic activities (Article 31 - leisure, play and culture)

### **Performance**

Assessment at Castle Hill is ongoing. However, formal assessment takes place twice each year during the Autumn and Summer terms when data is collected and progress and/or experiences measured in the MAPP process or using the Achievement Continuum in the Sixth Form. Some pupils may complete AQA or ASDAN units, which are accredited.

### **Recording and Evaluation**

The progress and achievement of all students can be recognised through:

- Teacher assessment through lesson evaluations
- Ongoing monitoring of pupils' work
- Photographic and video evidence
- Annual reports
- MAPP
- PiP
- Learning Journals
- EHCP review process

## **Recognising Progress**

For most pupils with learning difficulties achievements can be predicted and planned for and progress can be demonstrated in terms of increased knowledge, skills and understanding. Not all pupils will follow the same developmental pattern at the same age or rate. Progress may not be made in all areas of the curriculum. For some pupils, progress may be difficult to predict or distinctive and may only be demonstrated in a certain environment with a familiar person. Some pupils have deteriorating conditions for whom progress can include a slowing down of any decline in physical or cognitive skills.

Pupils will be able to show progress in Design Technology by:

- actively participating in practical learning experiences
- applying their knowledge and understanding from across the Curriculum in practical activities
- improved fine and gross motor skills
- using ICT to enhance the Design Technology process
- actively participating in the production, processing and distribution of food (as part of Food Technology)
- exploring and responding to visual and tactile stimuli
- exploring and manipulating materials and resources in increasingly complex ways
- developing creativity
- demonstrating skills which can be used in artistic expression
- demonstrating knowledge and understanding of design forms

## **Planning for progression**

Effective planning involves the careful and deliberate sequencing of curriculum content and experiences to meet an individual's learning and development needs. This builds on previous learning and achievements to promote future learning. Long and medium term curriculum plans should therefore show progression for individuals and groups of pupils. This progression could be through skills or experiences.

Planning for progression for individuals or groups might focus on:

- Skill development
- Breadth of curriculum for learning
- A range of contexts for learning
- A variety of support equipment
- A range of teaching methods
- Application of skills, knowledge and understanding in the new settings
- Strategies for independence

For our pupils, progression is not necessarily only movement up a hierarchical ladder of skills and knowledge. Lateral progression is also important.

## **The Role of the Understanding the World Curriculum Team**

Design and Technology forms part of the curriculum team for Understanding the World. As a result the Understanding of the World Curriculum Team are responsible for the completion of the following tasks:

- Subject development.
- Learning audit
- Data analysis
- Collation of photographic evidence of learning and planning evidence
- Learning Walks (These replace P level data analysis for those subject areas that no longer use P-levels\*. The learning walk should be carried out with as many members of the Curriculum team as possible - it might be beneficial to invite those members of support staff who don't attend teachers' meetings. Follow-up interviews should take place if possible to discuss findings from the learning walk and possible strategies that may be needed. If possible, interviews to be carried out with one teacher per phase)
- Formulation of Curriculum Guides, to be completed for each coming term.
- Displays
- Resource purchase/availability, resource audits and resource accessibility
- Policy updates
- Support of Continued Professional Development.

The over-riding task must be to provide support for all who participate in Design and Technology and so improve the quality and continuity of Design and Technology teaching and learning throughout the school.

## **References**

Promoting fundamental British values as part of SMSC in schools  
Departmental advice for maintained schools (Department for Education)

EYFS Statutory Framework 2012

[UN Convention on the Rights of the Child](#)

Updated March 2019