

Bridgewater Primary School  
Bridgewater Street  
Little Hulton  
Salford  
M38 9WD



**BRIDGEWATER**  
PRIMARY SCHOOL

Design and Technology Policy  
April 2024  
*To be reviewed April 2025*

# Policy for Design and Technology

## Intent

At Bridgewater we believe Design and Technology should help pupils to:

- develop capability in the skills, processes knowledge and understanding involved in designing and making
- provide a range of structured and differentiated activities which develop breadth and progression. Where possible these will relate to the interest and everyday experiences of our children
- help children become aware of and investigate simple products by disassembly and evaluation.
- provide adequate time, access to information, skills and resources to make a good quality product.
- motivate pupils by providing interesting and stimulating experiences.
- provide equal opportunities and develop the qualities of individual pupils. *Refer to whole school policy on equal opportunities.*
- enable children to use Design and Technology to solve a range of problems.

## Implementation

Pupils should have opportunities to:

- develop realistic outcomes to assignments.
- take increasing responsibility for their own work.
- critically evaluate their work and the work of others and suggest improvements.
- work individually and in groups or pairs.
- work with a range of materials and to use them appropriately.
- use a variety of tools safely and correctly.
- communicate ideas in a variety of ways.
- develop skills and apply knowledge and experience when working on an assignment.
- develop the ability to solve problems.
- research and record relevant information where appropriate.
- examine and evaluate design features in simple products including their historical development.

## Resources

Resources are stored in EYFS, KS1 and KS2 resource rooms to ensure easy access. These are organised into the labelled, relevant unit boxes which all contain equipment/resource checklist. Staff using the boxes are responsible for checking these on collection and also on return of the boxes after use. Any missing or broken items should be reported to the Subject Leader.

## Impact

Children's progress is constantly monitored through a programme of continuous assessment, both formative and summative. Children are assessed against Year group expectations. Pupils are also assessed according to the requirements of the Foundation Stage and Key Stages 1 and 2 of the National Curriculum, at ages 7 and 11. The results of these assessments are reported to parents. (See Assessment policy)

## SEND

Our curriculum for Design and Technology acknowledges that learners with additional needs are likely to have some difficulties in accessing the curriculum that may act as barriers to learning. When teaching Design and Technology at Bridgewater, planning is adapted to suit the needs of all children no matter what their needs with a

focus on Quality First Teaching. It may be necessary to provide specialist equipment, adapt room layouts, utilise adult helpers and allow additional time for tasks. We also implement step-by-step reminders of key processes using visuals and provide key vocabulary to choose from to scaffold their language, to ensure all children are accessing the curriculum and skills required.

<b>SEND Adaptations for Design and Technology</b>	
<b>Cognition and Learning</b>	
Barriers	Provision
Remembering multi step instructions.	<ul style="list-style-type: none"> <li>• Step by step reminders of key processes using visuals.</li> <li>• Broken down success criteria with clear reminders.</li> </ul>
<b>Communication and Interactions</b>	
Barriers	Provision
Understanding the vocabulary and descriptive language used.	<ul style="list-style-type: none"> <li>• Capitalise on the opportunities to model and teach new vocabulary, e.g. if the material is soft, allow the child to feel it and repeat back the word 'soft'.</li> <li>• Provide key vocabulary for the child to choose from to scaffold their language.</li> <li>• Label equipment with a symbol and word.</li> </ul>
<b>Physical and Sensory</b>	
Barriers	Provision
<p>Sensory issues working with certain materials such as clay.</p> <p>Potential higher noise level/busier classroom during practical activities.</p> <p>Accessibility of the equipment.</p> <p>Child's ability to use the equipment safely.</p>	<ul style="list-style-type: none"> <li>• Use of alternative less messy equipment such as play dough.</li> <li>• Ensure that instructions are not given over a busy classroom so that they can be heard and understood.</li> <li>• Ensure that equipment is stored and put away appropriately to aid access and to avoid trips or hazards for someone visually impaired.</li> <li>• Provide adapted resources such as larger pencils, paintbrushes with appropriate grips, spring loaded scissors.</li> <li>• Ensure that the child is near to the adult so that they can see/hear safety demonstrations.</li> <li>• Allow more time for the use of tools and equipment – child may have their own to enable this rather than sharing with others.</li> </ul>
<b>Social Emotional and Mental Health</b>	
Barriers	Provision
<p>Less structured lesson format may make it harder for self-regulation behaviours.</p> <p>Focus and attention on extended pieces of work.</p>	<ul style="list-style-type: none"> <li>• Clear expectations in advance of the lesson and explanation of what is happening during the lesson.</li> <li>• Time out or movement breaks if needed.</li> <li>• Incorporate alternative tasks to break the activity up into smaller chunks.</li> <li>• Opportunities to develop social skills including being taught these discretely to support engagement in group work and collaborative learning.</li> </ul>

Policy Updated by L.Tattersall (Design and Technology subject leader) April 2024