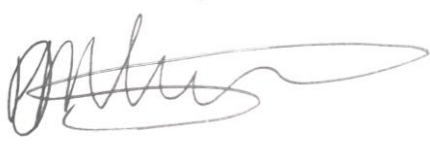




## Policy

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| <b>Last Reviewed Date:</b> | September 2025 |
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|-------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|------------|
| <b>Headteacher:</b>                             |                                                                                       | <b>Date:</b> | 24/09/2026 |
| <b>Subject Leaders – Design and Technology:</b> | <br> | <b>Date:</b> | 23/09/2026 |

|                             |                |
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| <b>Date of Next Review:</b> | September 2026 |
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| <b>Subject Leader:</b> | <b>Design and Technology</b><br><br>Danyella Mlinar<br>Alice Bryant |
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## 1. The Nature of Design Technology

At Amwell View School, we believe that Design Technology is a subject that offers the opportunity for pupils to be creative, imaginative and productive, whilst developing a range of skills for them to use in school and at home. Within Design Technology and Cooking and Nutrition (also referred to as Food Technology), the aim is to practice life skills in the appropriate setting to support pupils to generalise these skills to the home and additional educational settings. All pupils in KS1-5 and Post-16 will learn Cooking and Nutrition skills.

The delivery of Design Technology and Cooking and Nutrition offers opportunities for pupils to:

- develop their designing and making skills
- participate within the process of designing and making
- develop knowledge and understanding
- develop their capability to create high quality products through combining their designing and making skills with knowledge and understanding
- nurture creativity and innovation through designing and making
- explore values about and attitudes to the world and how we live and work within it
- develop an understanding of technological processes, products, and their manufacture, and their contribution to our society.

## 2. The School Policy and National Curriculum

At Amwell View School we utilise aspects of the Design Technology National Curriculum and adapt them to meet the needs of each individual pupil. Design Technology activities are taught and experienced on a variety of levels throughout the school. Pupils are given opportunities to complete different types of Design and Technology skills including technical, designing and craft, through a range of topics such as, 'Tools', 'Gardening and Landscapes' and 'Preparing Meals and Equipment'. Pupils develop these skills in a range of meaningful contexts, the local community, industry and the wider environment."

In Cooking and Nutrition, pupils learn a range of meaningful relevant skills food preparation, healthy eating, use of utensils and food hygiene. Cooking and nutrition lesson aims to instil a love of cooking and food in pupils and offer opportunities to explore a wider range foods, in fun and low-pressure environments. Cooking and Nutrition provides opportunities for pupils to use their senses to encourage them to explore a healthy, balanced diet, which can be challenging for some pupils with sensory aversions.

### Aims

Our aim is to teach pupils to develop their Design Technology capability through combining their designing and making skills, with knowledge and understanding to design, explore and make products.

The national curriculum for Design 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

It is our aim that all pupils are provided with the opportunities to:

- Explore how objects work, *e.g. everyday objects*;
- Talk about what they are doing and what they have discovered;
- Learn about a variety of customs and cultures;
- Respond to drawings, pictures and other mediums;
- Investigate and use a variety of construction kits, materials, tools and products;
- Use a range of materials to express ideas;
- Explore colour, shape, texture and form;
- Develop making skills, *e.g. cutting, folding, mixing, joining, and building* for a variety of purposes;
- Handle appropriate tools and construction materials safely and with increasing control.
- Enjoy the subject with confidence and develop a sense of achievement
- Develop manual dexterity
- Select and safely use a range of resources, tools, materials and techniques appropriate to their experience and abilities
- Be aware of the dangers of misuse of tools, materials and equipment and the consequent risk of accidents
- Learn that tools, materials and equipment need to be safely stored, organised and maintained
- Develop skills and knowledge of materials and their working characteristics so that ideas can be planned, developed and completed successfully and with imagination
- Recognise the appropriate tools and making techniques for working with a variety of materials
- See their work displayed, used and valued by others
- Develop attitudes such as curiosity, creativity, persistence and independence



- Review learning through plenary conversations
- Opportunities to communicate opinions on their learning through body language, facial expressions, vocalisation, symbols, signs and verbalisation

### **Classroom Practice and Safety**

- Teachers must complete a training programme in 'Food Safety'.
- Teachers must attend INSET training on Manual Handling in the classroom.
- Teachers plan and create an interesting, stimulating environment for pupils and staff to enjoy working in.
- A risk assessment of the room, proposed activities and tools to be used must be carried out by individual teachers to provide as safe an environment as possible in order to minimise potential accidents and injuries.
- Teachers must refer to the Health and Safety file about possible risks associated with different tools they might use.
- All teachers have the opportunity to apply for Design and Technology training.
- Advice and support is available from the Design and Technology subject leaders in school.

The EYFS department teach a range of Design Technology skills and activities under the heading Art and Expressive Design (EAD). For Cooking and Nutrition, EYFS pupils have daily food tasting sessions, as well as a lesson a week in which they develop skills in; tasting foods, showing and communicating preferences for food tastes and textures, using cutlery, making requests and following simple instructions.

In addition to the National Curriculum, Post-16 pupils focus on life skills and cooking for the community. This includes meal planning where they focus on developing a menu, shopping for ingredients, following a recipe to make a meal and serving it to people in different classes and staff. In addition, they plan and make food to sell for staff takeaways and to sell at an onsite café. The skills practised set the pupils up for life after Amwell View School. These skills are also developed in offsite contexts where appropriate, as classes take trips to cafés or local supermarkets to complete food shopping.

### **3. Delivery of the curriculum**

The curriculum is delivered in a variety of ways that meet the learning styles and abilities of each individual pupils, including pupils with a diagnosis of Autism, PMLD and SLD. Amwell View School has a specialist room for delivering Cooking and Nutrition, which enables pupils to access the appropriate equipment in a home like setting. We also have brilliant outdoor and indoor learning environments and resources where creativity and innovation can be taught in Design Technology lessons.

The subject overview enables pupils to explore a breadth of topics and skills, which are progressive and meaningful as well as being transferable to the home. The nature of Design Technology offers opportunities for pupils to develop and be part of the process of designing and making, whilst developing their knowledge and understanding of how tools work and how to evaluate their work. Pupils also explore different attitudes to the world and how they live and work within it, whilst developing an understanding of technological processes, products, and their contribution to society.



Within Design Technology, we teach Cooking and Nutrition, which is a subject that has a major impact on pupil's daily lives during their time at school and beyond. The curriculum enables pupils to follow a healthy, balanced diet and to prepare food in a safe and hygienic way. The foundation behind Cooking and Nutrition as a subject begins by promoting exploration of nutrient-rich foods through taste, touch and smell, to familiarise all pupils with the wonderful world of food. As pupils develop through the school, they are given the opportunity to prepare their own food by learning a range of skills to use in a kitchen, which pupils can take home and practice. Designing and creating food products by building on pupil's preferences, knowledge and skills, is an exciting vehicle for learning which can instil a love in creating healthy food options for pupils to access. As pupils become Post-16 students, the emphasis of the subject curriculum is around real life experiences and skills that develop our students' independence and support them in their contributions to their home environment and society. The Post-16 curriculum provides pupils with opportunities to design a recipe, create and serve food to staff members, to give the students a sense of pride that they are providing a healthy, enjoyable meal for important people in their lives.

The fundamentals behind Design Technology as a subject begins with pupils showing preferences and making choices to design things that they can enjoy, interact with, and can take ownership of, whilst beginning to develop new skills and use new tools and resources. Design Technology allows such creative freedom and this is promoted throughout the subject. As pupils become more independent, they are encouraged to become more imaginative and inventive with products they create. Within a motivating and challenging learning environment, pupils can develop their use of skills, knowledge and creativity and this enables them to work in unison to produce a product they have made themselves.

#### **4. Responsibilities and Resources**

##### **Management and co-ordination**

The class teacher and the Design Technology subject leads share responsibility for the delivery of the curriculum. Subject leaders liaise with class teachers regarding planning and resources to gain an overview of how Design Technology is taught throughout the school. Monitoring of practice is through classroom observation and support, videos on Tapestry, success criteria, discussion and review of planning.

The subject leads are a source of reference for colleagues, ensuring they are informed of any new developments in the subject. Staff are encouraged to discuss their ideas and/or difficulties. The subject leads identify the needs for staff development. Budget and planning for Design Technology links with the School Development Plan.

##### **Planning.**

Design Technology is planned by the class teacher and delivered within the class group. Teachers plan termly individual differentiated objectives. Pupils have one Design technology lesson per week. This is split evenly between Design Technology and Cooking and Nutrition. Subject leads review planning and provide support to class teachers to support the breadth of the subject across the school. A variety of different areas in the school environment to deliver this lesson are used, for example, the Food Technology room, the Design Technology room and The Hatch, to practice and develop skills in different contexts.



### **Resources**

Design Technology resources are stored in the D & T cupboard located in the Science room.

It is the responsibility of the Design Technology subject leads to maintain these stocks. This equipment includes more specific consumable items as well as tool storage boxes containing tools appropriate to age and ability, in order that progression and development of skills may be built on as pupils move through the key stages.

Cooking and Nutrition is carried out in the Cooking and Nutrition room where all the equipment is hygienically stored and labelled. It is the responsibility of individual staff to check sell by dates and ensure chilled food is stored at the correct temperature. Member of staff checks stocks of ingredients and cleaning products on a weekly basis.

### **Clubs**

Upper school pupils have the opportunity to join a Cooking and Nutrition club after school.

## **5. Cross Curricular Approach**

Design and Technology provides opportunities for pupils to develop key skills of communication, motor skills, application of number and problem solving. Teachers also plan cross curricular links with Art and Geography. Design and Technology has strong links with Science and Careers.

Whilst Design and Technology will at all times be related to topic work or other cross-curricular links, teachers will also plan specific activities and experiences to provide adequate development of the skills, knowledge and understanding associated with the subject. Where relevant technology, use of primary and secondary sources, visits and visitors will be incorporated into planning, in order to enhance learning and teaching.

## **6. Assessment**

Teachers are required to provide evidence of pupil progression for each academic year across all subjects (progression from a starting point – September-July). Specialist teachers assess pupils across the school in their subject.

Teachers plan termly objectives across the curriculum subjects to meet the needs of the individual based on their Education, Health and Care plans (EHCP). These objectives are then embedded into half termly lesson plans where the curriculum is delivered.. Teachers and TAs will use assessment for learning strategies to assess pupil progress throughout each lesson and the school day. The use of formative assessment for each child supports the monitoring of ongoing progress across a sequence of lessons. Evidence of progression will be added to Tapestry and shared with parents and carers.

A reflective annotation is written on priority objective sheets to provide a context to an individual's learning explaining;

- How, What, When - Context – How they have approached learning, the level of support the pupil has had, generalisation of skill and time frame.



Teachers complete formative evidence of pupil progress termly. This provides pupil progress data highlighting how many priority objectives were set and achieved. This enables the teacher and SLT to analyse the quality of the objective and the progress made. This in turn will provide an insight into the quality of planning and differentiated delivery.

Evidence may take the form of a case study to summarise specific situations or events that have impacted an individual's education, such as a significant trauma or illness that a pupil may have experienced during that academic year resulting in little or no progress.

As our chosen best fit summative tool, teachers will assess termly using B Squared Engagement and Progression Steps. Information and data is held at school.

As a result of the data gathered, teachers may use other tools that are more appropriate for individual pupils alongside which currently include the use of B Squared progressive criteria and or Routes for Learning (RfL).

Other assessments may include visual assessment tools, Childhood Autism Rating Scale (CARS), reading tests, receptive and expressive language tools (e.g. REEL) and Teacher Assessment. This data may determine movement to different educational provision, but consideration is given to the needs of the individual and not just focused on assessment results. The functionality of pupils, their ability to regulate behaviour and to maintain skillsets is as much an aspect of attainment within the assessment and placement process as assessment results.

### **Routes for Learning (RfL)**

Routes for Learning (RfL) is used as an additional tool to plan for progression for some identified pupils. RfL is a Welsh initiative developed by teachers to improve and assess social, communication and cognitive skills of learners with profound and multiple learning difficulties, and additional disabilities.

Route Maps offer a number of pathways for learning, encompassing early developmental milestones. Each pupil following RfL has their own personalised RfL Route Map.

RfL complements our existing B Squared assessment tool by providing additional breadth to the early P-Level descriptors.

## **7. Pupils' Presentation and Recording**

Pupil's learning may be presented through:-

- Practical experience
- Demonstration
- Video
- Photo
- Oral/sign/gesture
- Pictorial
- Formal
- Computer generated/assisted with software
- Written
- Discussion
- Questioning



- Reflection of learning
- Eye Gaze

Achievements may be recorded and celebrated in:-

- Tapestry
- EHCP reviews
- Certificates of Achievement
- Curriculum files/recorded data
- Parent teacher consultations
- Achievement assembly
- The giving of trophies and certificates
- Assemblies

## **8. Review Procedures**

The policy is to be reviewed, by the co-ordinators, annually or earlier if necessary.