

# DESIGN TECHNOLOGY POLICY

Lakenheath Community Primary School



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Date of Policy	July 2023
Review Date	July 2024
Head Teacher's Signature	
Chair of Governors' Signature	

## Document Change History

Version	Date	Change Details
1	January 2009	N/A
2	June 2020	Content Review and Format Change
3	November 2021	No changes required.
4	July 2022	Policy review, no changes required.
5	July 2023	Policy review, overview rewritten.

## 1. Overview

*Design and Technology helps all children to become discriminating and informed consumers and potential innovators. It enables them to identify needs and opportunities and to respond by developing ideas and eventually making products and systems; at LCPS our focus is on the three P's - teaching children to design and make a Product for a Person (user) for a Purpose (need). They learn: to think, question and explore the world around them; to evaluate, assess and take risks; to improve and problem solve; to develop a positive, growth mind-set approach to their learning.*

## 2. Aims

At LCPS, our DT teaching aims to:

- Provide opportunities for all children to design and make quality products
- Encourage and foster enjoyment, satisfaction and purpose in designing and making
- Enable children to draw upon a range of skills and techniques
- Promote the use of appropriate tools and materials for the task
- Develop an ability in children to constructively criticise and evaluate their own products and those of others
- Promote personal qualities of resilience, risk-taking, resourcefulness, respect and the building of good relationships
- Embed a deeper understanding of the principles of nutrition and cooking skills

## 3. Curriculum and Planning

To meet the National Curriculum requirements, each phase covers the following Design Technology units across the two years (Y1/2, Y3/4, Y5/6):

- Mechanisms
- Structures
- Textiles
- Cooking and Nutrition
- Electrical Systems (KS2)

*In each unit, the children develop their skills in designing, making and evaluating products using their technical knowledge to help them successfully plan then choose and use the appropriate tools and materials.*

*Where possible, the design objective is linked to other areas of the curriculum and gives children the opportunity to apply learning from across the curriculum.*

*Teachers' planning is based on, and will meet the requirements of, the National Curriculum.*

*When planning and teaching Design Technology, staff will make reasonable adjustments to promote equality of opportunity for all pupils. This could include:*

- Allocation of adult support
- Provision of additional support materials
- Provision of alternative resources
- Modification of tasks
- Grouping children by ability
- Provision of a range of challenges
- Setting open-ended tasks that can have a variety of outcomes

#### **4. Continuity and Progression**

Progression will be achieved by placing an increasing demand upon children to develop their designing and making skills. This includes the use of an increasingly wider range of tools and materials and drawing upon specific knowledge and understanding. LCPS uses Project on a Page planning documents from DATA (Design and Technology Association) to ensure progression of skills and deep learning as children move up through the school.

#### **5. Assessment, recording and monitoring**

Due to the practical nature of the work, evidence of activities undertaken may take the form of notes, photographs, diagrams, flow charts, sketches, annotated and labelled diagrams, models, written explanations, displays or videos.

Assessment of a child's performance is carried out through a range of processes such as:

- Discussion (both as a class/group and individual)
- Questioning
- Looking at recorded work
- Listening to children's ideas
- Observing their skills in the lessons
- Recording progress against learning objectives
- Reading end-of-unit evaluations

#### **6. Health and Safety**

It is important that staff and children understand the hazards involved with DT equipment. The children build up a range of skills when using equipment to reduce unnecessary risk. They are made aware of the safe use and correct procedure involved when using tools and how to follow proper procedure with regards to food safety and hygiene, such as hand washing.