

DESIGN TECHNOLOGY POLICY

Lakenheath Community Primary School



Version Number	3
Date of Policy	November 2021
Review Date	July 2022
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.

1. Overview

Through the evaluation of past and present design technology, children develop an understanding of its impact and purpose. Using creativity and imagination, pupils design and make products that have a real life use and serve a practical purpose, considering their own and other users' needs, wants and values. They learn to assess and take risks, be resourceful, innovative and enterprising citizens.

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
- Prepare pupils for creative problem solving in tomorrow's rapidly changing technology landscape

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.