

**Design & Technology Policy**

**Lidget Green Primary School**

**Intent**

**We aim to:**

* Inspire children to design and make innovative purposeful products.
* Develop pupils’ confidence to take risks, through drafting design concepts, modelling, and testing.
* Teach children to evaluate past and present designs and products and be reflective learners who evaluate their work and the work of others.
* Give children opportunities to present their design ideas and products to others.
* Build children’s confidence in using a range of equipment safely.
* Use computer aided designs to develop products.
* Teach Design and Technology in a way that ensures progression of skills, and follows a sequence that builds on previous learning.
* Make cross-curricular links to make teaching design technology more engaging and purposeful.

**Implementation**

At our school Design Technology is taught through a topic approach that allows opportunities for cross-curricular learning. Lessons have been carefully planned to excite and engage learners and to develop essential knowledge and skills of; structures, mechanisms, textiles, food, mechanical systems and electrical systems. The activities in design and technology build upon the prior learning of the children to ensure progression.

**The National Curriculum**

The Design and Technology National curriculum outlines the three main stages of the design process: design, make and evaluate. Each stage of the design process is underpinned by technical knowledge which encompasses the contextual, historical, and technical understanding required for each strand. Cooking and nutrition\* has a separate section, with a focus on specific principles, skills and techniques in food, including where food comes from, diet and seasonality.

The National curriculum organises the Design and technology attainment targets under five subheadings or strands:

• Design

• Make

• Evaluate

• Technical knowledge

• Cooking and nutrition

**EYFS**

The statutory Early Years Foundation Stage, (EYFS), framework for England clearly identifies the role of design and technology in young children’s learning and the subject is specifically named in the area of learning ‘Expressive arts and design’.

The early learning goals for expressive arts and design indicate what children should know, understand and be able to do by the end of the reception year. A significant proportion of this learning should be delivered through high quality Expressive art and design experiences and activities, enabling children to:

• safely use and explore a variety of materials, tools and techniques

• experiment with colour, design, texture, form and function

• use what they have learnt about media and materials in original ways, thinking about uses and purposes for what they are making.

At Lidget Green in Early Years children have regular opportunities to engage with various expressive art and design opportunities enabling them to explore and play with a wide range of media and materials. The high quality and variety of experiences of what children see and hear and participate in plays a crucial role in their development in understanding, self-expression, vocabulary and ability to communicate through expressive art and design.

Many expressive art and design experiences in the EYFS will take place during child-initiated learning and adult led activities. Adults talking with the children about their activities is essential to take the children’s thinking and learning further.

**Planning and teaching**

We follow a broad and balanced Design and Technology curriculum that builds on previous learning and provides both support and challenge for learners.

Planning is supported by the use of the Design and Technology Association’s “Projects on a Page” which outlines a number of projects that support cross- curricular learning while ensuring the required D&T skills and knowledge are taught.

Children will complete design technology projects linked to their topics. This may be during timetabled DT lessons but Teachers also have the flexibility to teach design technology projects over a few consecutive days so children’s learning is not interrupted and they can fully immerse themselves in the projects.

**Inclusion**

All children should have the opportunity to work with a range of materials, tools and techniques, regardless of ability. Specific tasks should be differentiated, as and when necessary, to meet individual needs. Staff should be aware of and sensitive to medical conditions (e.g. allergies) and different beliefs and practices within the school and local community that might affect their work with food, materials or design.

**Assessment and monitoring**

Children’s work and pictures of their work will be displayed in floor books and topic books.

Assessment will be carried out by **r**egularly reviewing and scrutinising children’s work namely through:

* Looking at pupils’ work, especially over time as they gain skills and knowledge
* Observing how they perform in lessons
* Talking to them about what they know.

The subject leader monitors Monitoring takes place regularly through sampling children’s work, teacher planning, book scrutiny and learning walks.

**Resources**

Our school has a wide range of resources to support the teaching of Design and Technology across the school. Specialised equipment is kept in the Design and Technology cupboard. We have a cooking room which holds all the equipment required for cooking lessons. Audits will be carried out regularly to monitor the resources, any shortfalls should be reported to the coordinator who will arrange for replenishment. The Design technology cupboard will be kept locked and requires a key to be opened.

**Health and safety**

Teachers must carry out a risk assessment prior to teaching their design technology lessons; using the design technology risk assessment completed by the design technology co-ordinator as a guide so that safety standards are met.

Children will be taught to use a range of tools safely including saws, drills and hammers. Teachers must demonstrate how to use equipment safely and children must work under strict supervision when using equipment that could cause injury. Group sizes need to be considered carefully and children need to be supported appropriately to increase their confidence in using a variety of equipment, while still ensuring their safety. Equipment must be counted out and in and locked away after use. Any damaged equipment must be given to the design technology co-ordinator to dispose of safely.

Teachers must be aware of any children with food allergies and ensure children with allergies are not exposed to any allergens. First aider must be present on site and medical boxes should be in the room.

**Impact**

The Design and Technology curriculum will contribute to children’s personal development in creativity, independence, judgement and self-reflection. This would be seen in them being able to talk confidently about their work, and sharing their work with others.

Progress will be shown through outcomes and through the important record of the process leading to them.

Through the teaching of Design and Technology we enable all children to;

* Develop creative, technical and imaginative thinking in children and to develop confidence to participate successfully in an increasingly technological world.
* Enable children to talk about how things work and to develop their technical knowledge.
* Apply a growing body of knowledge, understanding and skills in order to design and make prototypes and products for a wide range of users.
* Encourage children to select appropriate tools and techniques when making a

product, whilst following safe procedures.

* Develop an understanding of technological processes and products, their manufacture and their contribution to our society.
* Critique, evaluate and test their ideas and products, and the work of others.
* Understand and apply the principles of nutrition and to learn how to cook.

Approved by SLT

Date: 22nd October 2022

Signed: *Christine Moran*