

Purleigh Primary School



Design & Technology (DT) Policy

“Achievement for all within a community that cares”

Date adopted: Autumn 2023

Date of review: Autumn 2026

Curriculum Statement

Intent

Through the study of Design and Technology, children combine practical skills with an understanding of material, aesthetic, social and environmental issues which helps them to prepare for the developing world. It should assist children in developing a greater awareness and understanding of how everyday products are designed and made. Our Design and Technology Curriculum encourages children to become creative problem-solvers, both as individuals and as part of a team. We want to support all children to become discriminating and informed consumers and potential innovators. The children are given opportunities to reflect upon and evaluate past and present design technology, its uses and its effectiveness, to become skilled and safe in the use of materials, tools and equipment and to develop useful life skills e.g. food technology.

Implementation

Through a variety of creative and practical activities, we teach the knowledge, understanding and skills needed to engage in a continuing process of designing and making. The children work in a range of relevant contexts, often topic linked but also having opportunities for individual expression. All children should have a breadth and balance of experience.

When designing and making, the children are taught to:

Design

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional diagrams, prototypes, pattern pieces and computer-aided design

Make

- select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing) accurately
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world

Technical knowledge

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- understand and use mechanical systems in their products
- understand and use electrical systems in their products
- apply their understanding of computing to program, monitor and control their products

Key skills and key knowledge for Design and Technology have been mapped across the school to ensure progression between year groups. This also ensures that there is a context for the children's work in DT; that they learn about real life structures and the purpose of specific examples, as well as developing their skills throughout the programme of study.

Impact

We ensure the children

- 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 food technology
- will design and make a range of products
- will be safe in their use of equipment and be able to build on this

Children learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

1. Planning

Planning is based on the National Curriculum Programme of Study and the Weaving Knowledge and Skills document which sets out yearly objectives across the DT curriculum. Design and Technology planning is mapped under focussed headings for each year group and these progress and develop for each year (as laid out in the Weaving Knowledge and Skills document). Activities are planned to include a balance of designing and making assignments, teaching key skills and vocabulary, evaluating and reviewing products. Teachers also have opportunities to collaborate with their year group partners across the Trust, to support best practice and share ideas.

2. Assessment

Children's skills will be assessed and developed by the teacher during lessons and through critical discussion based on the objectives. Input into and analysis of DT foundation assessments will inform the subject leader. Displays within the classroom and hall areas will reflect a range of work across key stages, to celebrate and exhibit the work of children, of all abilities.

3. Resources

A good range of resources to meet the curriculum will be supplied and used. Children are taught to use tools, equipment and materials/ingredients in a safe, sensible and efficient manner.

4. Equal Opportunities and Inclusion

Whole school policy on equal opportunities will be adhered to in Design and Technology activities. Teachers ensure that children have access to the range of Design and Technology activities and use opportunities within Design and Technology to challenge stereotypes. Children are encouraged and supported to develop their Design and Technology capability using a range of materials. Children with special needs or disabilities will be differentiated for and supported appropriately, to ensure development of skills and equal access to the Design and Technology curriculum.

5. Role of the Subject Leader

The subject leader monitors the teaching and learning of Design and Technology across the school to moderate for a high quality, broad and stimulating curriculum that implements the intent of the planned curriculum in an effective and impactful way. They will feedback monitoring and analysis findings e.g. discussion of 'what went well' and 'even better ifs' will be carried out and embedded and 'next steps' initiated. They will maintain a range of good-quality materials and tools, enabling teachers to resource and teach effectively. The subject leader will support colleagues to carry out the DT curriculum well.

This policy will be reviewed every three years by the LGB