LONGTON LANE PRIMARY SCHOOL

'Believe and Achieve'

Design and Technology (DT) Policy

Amendments made since last review Summer 2020 changed from creative policy to individual subject policies. Summer 2023 Policy amended to include 3 Is statements – Intent, Implementation and Impact	
Policy agreed / reviewed 10th July 2023	Next review due Summer 2026
Signed on behalf of the Governing Body	Signed by headteacher

Intent

At Longton Lane, through creativity, imagination and innovation children will have a deep understanding of the knowledge and vocabulary of the processes involved in designing products that solve real and relevant problems. By providing children with a variety of experiences they will develop an understanding of DT and its impact on daily lives and the wider world, through exploring and evaluating past and present designs. DT draws upon other disciplines such as mathematics, science, computing, and art, using transferable vocabulary and skills to ensure a deeper understanding.

Aims:

- to develop imaginative thinking in children and to enable them to talk about what they like and dislike when designing and making;
- to enable children to talk about how things work, and to draw and model their ideas;
- to encourage children to select appropriate tools and techniques for making a product, whilst following safe procedures;
- to explore attitudes towards the man-made world and how we live and work within it;
- to develop an understanding of technological processes, products, and their manufacture, and their contribution to our society;
- to foster enjoyment, satisfaction and purpose in designing and making.

Implementation

Whilst the EYFS and National Curriculum forms the foundation of our curriculum, we ensure that children learn additional skills, knowledge and understanding to enhance our curriculum as and when relevant.

Six topics are covered over the 2 years in KS1 and KS2 and is taught on a yearly basis in EYFS. Each topic has a different focus including mechanics, textiles, structures, control and food technology. Topics build on previous knowledge from prior year groups learning and follow the process of designing, making and evaluating whilst incorporating technical knowledge and vocabulary. DT is taught across blocked weeks.

A range of skills are taught ensuring that children are aware of health and safety issues related to tasks undertaken.

Agreed non-negotiables and a vocabulary list are in place for each year group.

Independent learning – children may well be asked to solve problems and develop their learning independently to allow ownership over their curriculum.

Collaborative learning – children may well be asked to work as part of a team learning to support and help one another towards a challenging goal.

Broad Guidelines

At the end of each half term, DT knowledge is assessed in the form of 'sticky knowledge questions'.
Staff use the DT long term planning documents to plan medium and short term, which indicate learning objectives, vocabulary and linked activities that build knowledge and skills for the planned DT theme.
Short term planning allows for appropriate differentiation to be planned for, if relevant, in more detail or for any AfL that will take place.
Teacher's DT feedback and marking booklets support the process of immediate responsive teaching.
Children present their DT learning in folders as well as photographs of finished products so that, through monitoring work is expected to be of the same standard as other books such as English and Maths.

Impact

Children will have clear enjoyment and confidence in DT that they will then apply to other areas of the curriculum.
Children will know more, remember more and understand more about DT and be able to demonstrate this knowledge. They will develop skills and attributes they can use beyond school and into adulthood.
Children will make progress and attain in line with age related expectations