



Design & Technology Policy

What is this policy for?

This policy sets out how we teach Design & Technology in line with the legal requirements of the National Curriculum 2014. It demonstrates how our provision for design and technology offers breadth and balance. It describes how our provision for design and technology contributes to our school pledge, which states that all pupils will learn about local important designers and engineers like Brunel and Rolls Royce and their impact on our community, local area, nationally and internationally and cook a variety of dishes during the time they are in school.

The vision for Design & Technology

At Becket Primary we believe Design & Technology prepares children as 'creative problem solvers' who can take part in the development of their rapidly changing world. The children will develop their knowledge of design, will research and develop their ideas, use tools, utensils and processes and evaluate the suitability and productivity of their designs. Whilst learning to follow safe procedures, they will learn to select appropriate tools/utensils and techniques for making a product. This aspect of Becket Primary curriculum will develop transferable skills of collaboration, explanation, creative thinking, and evaluation.

When is Design & Technology taught & learned?

Each year groups will teach Design and Technology linked with their focused foundation subject 3 times in each year group. The pupils then have the opportunities to apply the skills that they have learned in other contexts.

How is Design & Technology taught & learned?

The objectives and themes within the National Curriculum are covered within our long term curriculum map. It is designed to build year on year on the children's prior knowledge learnt in earlier year groups. D&T is delivered to Foundation Stage pupils through the Expressive Arts and Design (EAD) strands and knowledge and understanding of the world. Design and Technology is taught in a formal classroom environment but also happens in outdoor learning, trips and field visits and in visits to places where children can see D&T in real life as part of a project for example, to a castle to look at drawbridges or a supermarket to learn about food processes and packaging. When possible, experts in their field are invited in to share their work, teach skills and critique children's work.

What do we learn in Design & Technology?

In Reception class they draw on the EYFS curriculum, 'Expressive Arts and Design (EAD)' and knowledge and understanding of the world. They experience a wide range of joining mechanisms and use a variety of tools. They also learn about a healthy diet and may cook healthy foods.

In Key Stage 1 Design and Technology includes the study of simple mechanisms (levers, sliders, wheels and axels), construction and packaging and the communication of design through simple labelled drawings and answering questions working in a range of contexts often meaningfully cross-curricular related to designing purposeful, appealing products.



We care. We learn. We achieve.

In Key Stage 2, children research and develop design criteria for innovative, functional, appealing products. They generate, develop, model and communicate their ideas through discussion, sketches, cross-sectional and exploded diagrams. They select from a wide range of materials and components according to their functional and aesthetic qualities. They use mechanical systems (gears, pulleys, cams, levers and linkages) and electrical systems (switches, bulbs, buzzers and motors) in their products.

In cooking and nutrition, both key stages apply the principles of nutrition and healthy eating. They learn the invaluable life skill of how to cook and develop an understanding of agriculture. In key stage 1, children develop an understanding of food groups and the process of 'Field to Fork' through local produce. In Key Stage 2, they develop an understanding of a healthy diet and a balanced meal. The children focus on savoury dishes and develop an understanding of quantities and cooking from scratch.

How do we measure success in Design & Technology?

Design and Technology is not formally assessed by test or individual teacher assessment. The majority of the cohort should be able to work within age-appropriate descriptors as the year progresses.

Due to the practical nature of design and technology, evidence of work undertaken by children can be in the form of teacher's notes or as a photographic record.

Resources

Classes have use of the pupil kitchen and plan in when they will use it as part of their project planning. Materials and resources are stored in a central location where everyone can access them. For reasons of health and safety, some resources are accessed via a key stored in a safe central location.

Safety & Risk

The general teaching requirement of health and safety applies in the Design and Technology curriculum. We teach children how to follow proper procedures for food safety and hygiene. Staff are trained to follow current food safety and hygiene procedures.

All D&T learning is risk assessed where it involves tools, hazardous utensils, heat or mains electricity. Following safe procedures in a risk-taking environment helps develop a sense of responsibility.

Community Involvement & Collaborations

We are fortunate to live in an area with a long design and technology history. Through our projects, we learn about Brunel and Rolls Royce and their impact on our lives. We invite local experts in their fields into school to share their work, teach skills and critique children's work. We take part in local schools STEM projects.

Monitoring and Evaluation



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The D&T team monitors the standards of teaching and learning. This occurs through a range of activities; monitoring planning, observation of lessons, work sampling and pupil interviews.

Information gathered is shared with the leadership team and through the link governor for D&T.

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Ratified by the Local Governing Body: 14/02/2022