

## Lea Endowed C of E Primary School

### Design and Technology Policy



**'Let Everyone Shine'**

At **Lea Endowed Church of England School** we provide an excellent education for our children. We follow God's example, by loving Him, and each other, in all that we do. Our whole school family is encouraged to achieve their full, God given potential and **shine** in their own special way.

***“Let your light shine.”***

Matthew 5:16

DT Lead: Anne Lucarelli

DT Governor: Dawn Edwards

## Design and Technology Curriculum Statement

### Intent

In Design and Technology (DT), we aim to inspire pupils to become creative, critical and innovative thinkers who understand and value the full product design cycle: ideation, creation and evaluation.

At Lea Endowed, pupils are encouraged to take risks, explore ideas, model and test concepts, and reflect on their own work and the work of others. We make meaningful links with other subjects such as mathematics, science, computing and art to deepen understanding and broaden learning.

Our curriculum enables children to aspire beyond their immediate experiences by introducing them to engineers, designers, chefs and architects from a diverse range of backgrounds. Pupils learn to design and make structures, mechanisms, textiles, electrical systems and food products with real-life purpose.

We are committed to principles of Equality, Diversity and Justice, ensuring that all pupils see themselves represented in the curriculum and that stereotypes are actively challenged.

We ensure that pupils with SEND have full access to the DT curriculum through adaptive teaching, personalised support and carefully selected resources.

### Implementation

Pupils engage in a wide range of creative and practical activities that develop the knowledge, understanding and skills required for designing and making. They work in varied contexts such as home, school, leisure, culture, enterprise, industry and the wider environment.

The National Curriculum organises DT into five key areas:

- Design
- Make
- Evaluate
- Cooking and Nutrition
- Technical Knowledge

Each DT topic includes Design, Make, Evaluate and Technical Knowledge, with Cooking and Nutrition taught at least once per cycle.

## Design

- Use research and develop design criteria to inform innovative, functional and appealing products.
- Generate, develop and communicate ideas through discussion, sketches, diagrams, prototypes, pattern pieces and computer-aided design.

## Make

- Select and use a wide range of tools and equipment accurately.
- Select and use a variety of materials and components, including construction materials, textiles and ingredients.

## Evaluate

- Investigate and analyse existing products.
- Evaluate ideas and products against design criteria and consider the views of others.
- Understand how key events and individuals—including diverse designers and innovators—have shaped the world.

## Cooking and Nutrition

- Understand and apply the principles of a healthy, varied diet.
- Prepare and cook a range of savoury dishes using different techniques.
- Understand seasonality and where ingredients are grown, reared, caught and processed.

## Technical Knowledge

- Strengthen, stiffen and reinforce complex structures.
- Understand and use mechanical and electrical systems.
- Apply computing to program, monitor and control products.

Inclusive practice ensures that all pupils, including those with SEND, can access learning through adapted tasks, scaffolded instruction and appropriate tools.

## Impact

Through our DT curriculum, pupils:

- Develop creative, technical and practical expertise for everyday life.
- Build a secure repertoire of knowledge and skills to design and make high-quality products.
- Learn to critique, evaluate and refine their own work and the work of others.
- Understand and apply principles of nutrition and cooking.

A high-quality finish is expected in all work, appropriate to each child's age and ability. Pupils learn to take risks and become resourceful, innovative and capable citizens. They develop an understanding of how design and technology influence daily life and the wider world, including issues of sustainability, fairness and social responsibility.

### **Teaching and Learning**

DT engages pupils in designing and making through speaking, drawing, assembling, writing, photography and digital technology.

Projects are taught in half-termly or termly units, depending on complexity, allowing teachers to focus on skill development and enabling pupils to refine ideas and techniques. Units are planned to ensure a balance of materials, skills and knowledge across each Key Stage.

Pupils respond to design briefs that require them to consider the needs of others, developing skills in:

- Mechanisms
- Structures
- Textiles
- Cooking and Nutrition
- Electrical Systems (KS2)

Our spiral curriculum revisits key areas with increasing complexity, enabling pupils to build on prior learning. Learning is enriched through clubs, outdoor learning, educational visits and visitors.

### **Planning and Resources**

Units are selected to complement wider curriculum themes (e.g., designing Roman money wallets during a Romans topic).

Teachers select materials from the DT resource area, purchase additional resources or use recycled materials. Pupils are taught to use tools safely and responsibly. Risk assessments are provided where necessary.

DT is taught for one hour per week for three half terms per year (or equivalent).

### **Organisation**

DT planning is mapped in half-termly or termly blocks on the Rolling Curriculum Maps. Cross-curricular links are made where appropriate.

### **EYFS**

Children experience creative opportunities and develop key skills within the EYFS curriculum, with a focus on fine motor development and learning how to plan, design and produce finished projects. Reception pupils are included in whole-school projects where appropriate.

### **KS1 and KS2**

Teachers plan lessons that enable pupils to design purposeful, functional and appealing products based on design criteria. Pupils communicate ideas through talking and drawing, select tools and materials appropriately and evaluate their designs and finished products.

### **Equal Opportunities**

The whole-school Equal Opportunities Policy is followed in all DT activities. Pupils with SEND or physical disabilities are supported through differentiation, adapted equipment and personalised approaches to ensure equal access.

### **Inclusion**

All pupils are supported through differentiation, adaptation and adult support to ensure equal access to learning. Teachers plan proactively for pupils with SEND, EAL or other additional needs, ensuring barriers are removed and strengths are celebrated.

### **Role of the Subject Leader**

The subject leader is responsible for:

- Raising the profile of the subject.
- Ensuring resources are sufficient, appropriate and inclusive.
- Replacing and acquiring new resources.

- Modelling high-quality teaching.
- Monitoring teaching and learning.
- Ensuring progression of working knowledge across the school.
- Supporting colleagues in analysing assessment information and planning next steps.
- Evaluating strengths and areas for development and writing an annual Action Plan.

**This policy will be renewed annually by Anne Lucarelli**

**Policy Updated:**                   **January 2026**

**Policy Review Date:**                   **January 2028**