

Larkrise Primary School



Design Technology Policy

*Achieve Excellence***Rationale and Intent**

At Larkrise Primary School, we believe that Design and Technology is an inspiring, practical and creative subject that prepares children for an increasingly technological and rapidly changing world.

Our Design and Technology curriculum is delivered through the **Kapow Primary Design and Technology scheme**, which provides a clear and progressive framework for teaching and learning from the Early Years Foundation Stage to Year 6.

Through Design and Technology, children are encouraged to use creativity and imagination to design and make products that solve real and relevant problems. They are taught to consider their own and others' needs, wants and values, while developing an understanding of how products are designed, made and used.

We aim to develop children as confident, resourceful and creative problem-solvers. Children will acquire the knowledge, technical understanding and practical skills needed to investigate, design, make and evaluate products. They will learn to work independently and collaboratively, take risks, learn from mistakes and develop resilience.

The curriculum also develops children's understanding of the social, cultural, environmental and technological impact of design. We want all children to become informed consumers and potential innovators who understand that good design can improve people's lives and contribute positively to the world around them.

Aims

Through the implementation of the Kapow Primary Design and Technology scheme, we aim to:

- develop imaginative, creative and innovative thinking;
- enable children to investigate and evaluate existing products and ideas;
- develop children's ability to design purposeful and functional products;

- teach children to communicate ideas through discussion, drawing, modelling and, where appropriate, digital technology;
- develop practical skills and technical knowledge progressively;
- enable children to select and use appropriate tools, equipment and materials safely;
- encourage children to take creative risks and solve problems;
- develop independence, resilience and collaborative skills;
- promote enjoyment and a sense of achievement in designing and making;
- develop knowledge of food, nutrition and healthy eating;
- encourage children to consider sustainability and the environmental impact of design;
- ensure clear progression in knowledge, skills and vocabulary across the school.

Curriculum Implementation

Larkrise Primary School uses the **Kapow Primary Design and Technology scheme as the core framework for the teaching of Design and Technology throughout the school.**

The scheme provides a coherent, progressive and sequenced curriculum. It supports teachers in delivering high-quality lessons and ensures that children build on prior learning as they progress through each year group.

The Kapow Primary scheme provides coverage of key areas of Design and Technology, including:

- structures;
- mechanisms and mechanical systems;
- textiles;
- food and nutrition;
- electrical systems, where appropriate;
- digital and technological applications, where appropriate.

Teachers follow the progression and sequence of learning within the Kapow Primary scheme, adapting lessons and resources where necessary to meet the needs of their classes.

The Design Process

Children are taught to engage in an iterative design process. Across the curriculum, they will have opportunities to:

Investigate and Evaluate

Explore existing products, users and purposes.

Design

Generate, develop and communicate ideas for purposeful products.

Make

Select and use appropriate tools, materials and techniques to create products.

Evaluate

Test, reflect upon and improve their products against agreed design criteria.

Develop Technical Knowledge

Apply an increasing range of technical knowledge and vocabulary to practical tasks.

Teaching and Learning

A range of teaching approaches is used to support high-quality Design and Technology learning. These include:

- teacher modelling and practical demonstration;
- whole-class teaching;
- individual and collaborative learning;
- practical investigation and experimentation;
- discussion and questioning;
- designing, making, testing and evaluating.

Children are encouraged to communicate their ideas and to explain and justify their decisions. All ideas are treated with respect, and children are supported to understand that evaluating and improving ideas is an important part of the design process.

Practical learning is central to the subject. Children have access to a range of appropriate materials, tools and equipment and are taught how to use them safely and responsibly.

Where appropriate, digital technologies may be used to support research, designing, modelling and evaluation.

Early Years Foundation Stage

In the Early Years Foundation Stage, Design and Technology learning is delivered through purposeful, practical and play-based experiences.

Children are provided with opportunities to:

- explore how things work;
- investigate materials and objects;
- use construction kits and loose parts;
- develop joining, shaping and construction skills;
- use appropriate tools safely and with increasing control;
- solve practical problems;
- communicate and develop their ideas;
- talk about what they have made and how they might improve it.

These experiences provide the foundations for the knowledge and skills developed through the Kapow Primary curriculum in Key Stage 1 and Key Stage 2.

Progression

The Kapow Primary scheme ensures clear progression in Design and Technology knowledge, skills and vocabulary.

As children move through the school, they develop increasing confidence and independence in:

- investigating and evaluating;
- designing and communicating ideas;
- selecting materials and tools;
- making and refining products;
- applying technical knowledge;
- evaluating and improving their work.

Learning is carefully sequenced so that new knowledge and skills build upon previous learning.

Inclusion and SEND

Design and Technology is taught to all children, regardless of ability or need.

Teachers adapt teaching and learning to ensure that all children can access and participate meaningfully in the curriculum. This may include:

- adapted resources and equipment;
- additional modelling and adult support;
- visual prompts and step-by-step instructions;
- structured practical activities;
- alternative methods of recording and communicating ideas;
- appropriate levels of challenge.

We maintain high expectations for all children and aim to ensure that every child is supported to make progress and experience success.

Assessment

Assessment is ongoing and is used to inform future teaching and learning.

Teachers assess children's progress through:

- observation of practical work;
- discussion and questioning;
- children's designs and planning;
- application of technical knowledge and vocabulary;
- finished products;
- evaluation and reflection;
- assessment opportunities within the Kapow Primary scheme.

Evidence may include photographs, teacher observations, children's written or digital work, design sheets, evaluations and samples of finished products.

Assessment information is used to identify strengths, misconceptions and next steps in learning.

Health and Safety

Health and safety is an integral part of Design and Technology teaching.

Teachers must ensure that:

- children are taught to use tools, equipment and materials safely;
- clear demonstrations and instructions are provided;
- appropriate supervision is in place;
- equipment is suitable for the age and ability of the children;
- relevant risk assessments are completed where necessary;
- resources are stored safely;
- children understand and follow agreed safety procedures.

All Design and Technology teaching must follow the school's wider health and safety procedures.

Food and Nutrition

Food and nutrition activities are delivered as part of the Kapow Primary Design and Technology curriculum and provides children with opportunities to develop knowledge of healthy eating, nutrition, food preparation and hygiene. A key skill for life.

When working with food:

- appropriate adult supervision must be provided;
- dietary requirements, allergies and other relevant needs must be checked before activities take place;
- children must follow appropriate personal hygiene procedures;
- long hair should be tied back and appropriate protective clothing used where necessary;
- food preparation areas and equipment must be cleaned appropriately;
- perishable food must be stored safely;
- equipment designated for food use must be used;
- children must be taught safe food preparation and tasting procedures;
- all equipment must be cleaned and stored safely after use.

Staff must model appropriate hygiene and safety procedures at all times.

Resources

The school provides appropriate resources to support the teaching and learning of Design and Technology.

Basic resources are available for regular classroom use, while specialist tools and equipment are stored safely in designated areas.

The Kapow Primary scheme provides teachers with planning, teaching resources and assessment guidance to support the consistent delivery of the curriculum.

The subject leader is responsible for monitoring and developing resources in line with the needs of the curriculum.

Monitoring and Review

The Design and Technology subject leader is responsible for monitoring the quality and impact of Design and Technology across the school.

Monitoring may include:

- reviewing the implementation of the Kapow Primary scheme;
- monitoring curriculum coverage and progression;
- reviewing children's work and practical outcomes;
- reviewing photographic and digital evidence;
- pupil voice;
- discussions with staff;
- lesson visits and observations where appropriate;
- reviewing assessment information.

The findings of monitoring will be used to identify strengths, areas for development and future priorities.

Role of the Design and Technology Subject Leader

The subject leader is responsible for:

- providing strategic leadership and direction for Design and Technology;
 - overseeing the consistent implementation of the Kapow Primary Design and Technology scheme throughout the school;
 - ensuring appropriate curriculum coverage and progression;
 - monitoring standards of achievement;
 - supporting colleagues with planning and delivery;
 - monitoring teaching and learning;
 - reviewing evidence of children's learning;
 - identifying professional development needs;
 - monitoring and developing resources;
 - promoting safe working practices;
 - keeping up to date with developments in the subject;
 - reviewing and updating this policy.
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14. Policy Review

This policy will be reviewed regularly to ensure that it continues to reflect statutory requirements, current best practice and the needs of Larkrise Primary School.

Date: Autumn 2026

Next review date: Autumn 2028