



Lowerhouse Junior School, Burnley

DESIGN & TECHNOLOGY POLICY	
Written By	E.Lawton
Date	September 2025
Date of Review	September 2027

Inspiring a lifelong love for learning

Aspiration

Integrity

Respect

Resilience

Aspiration Integrity Respect Resilience

Introduction

This policy sets out the principles, statutory requirements, and practical arrangements for the delivery of Design Technology (DT) at Lowerhouse Junior, in accordance with the 2014 National Curriculum for England and the expectations of the national inspectorate. It aims to ensure a high-quality, ambitious, and inclusive DT education that fosters creativity, problem-solving, and technical expertise, preparing pupils for future learning and employment. The policy is designed to be immediately implementable and adaptable for international contexts.

Aims

- Develop pupils' creative, technical, and practical expertise to design and make purposeful products.
- Foster curiosity, imagination, and critical thinking through hands-on, real-world projects.
- Enable pupils to critique, evaluate, and test ideas and products, considering diverse needs and contexts.
- Equip pupils to participate confidently in an increasingly technological world.
- Promote understanding of nutrition and the ability to cook, supporting healthy lifestyles.
- Encourage cross-curricular links with mathematics, science, engineering, computing, and art.
- Ensure all pupils, including those with SEND and disadvantaged backgrounds, access and succeed in DT.
- Prepare pupils for the next stage of education and lifelong learning.

Statutory Requirements

- Deliver the DT programmes of study as set out in the 2014 National Curriculum for England.
- Ensure coverage of designing, making, evaluating, and technical knowledge, including food technology.
- Comply with the Health and Safety at Work Act 1974, Management of Health and Safety at Work Regulations 1999, and CLEAPSS guidance for safe practice.
- Adhere to Food Hygiene Regulations and Food Information Regulations 2014 for food activities.
- Implement safeguarding measures as outlined in Keeping Children Safe in Education (KCSIE).
- Provide equal access and reasonable adjustments for pupils with SEND and protected characteristics, in line with the Equality Act 2010 and SEND Code of Practice (2015).
- Conduct risk assessments for all DT activities, including the use of tools, machinery, and materials.
- Report on pupil progress in DT as required by statutory guidance.

Curriculum Coverage

- Design Technology at Lowerhouse Junior encompasses:
 - Designing: Researching, generating, developing, modelling, and communicating ideas using sketches, diagrams, prototypes, and digital tools.
 - Making: Selecting and using a broad range of tools, equipment, materials, and components to create functional products.
 - Evaluating: Investigating existing products, evaluating their own and others' work, and understanding the impact of DT on society.
 - Technical Knowledge: Exploring structures, mechanisms, electrical and computer control systems, and applying scientific and mathematical principles.

- Food Technology: Understanding nutrition, food hygiene, and preparing a variety of dishes using different techniques.
- Projects are set in real-world contexts and authentic design briefs, exposing pupils to diverse products and users.
- Cross-curricular links are embedded with mathematics, science, computing, engineering, and art.

Curriculum Implementation

- The DT curriculum is delivered through a sequence of three major projects per year, with either weekly lessons or immersive blocks to ensure depth of learning.
- Each project follows the design-make-evaluate cycle, enabling iterative development and reflection.
- Teachers provide design briefs linked to pupils' interests, other curriculum areas, or real-life contexts to inspire engagement and creativity.
- Practical, hands-on learning is prioritised, with opportunities to explore and analyse real products.
- After-school clubs, including cooking, extend DT learning beyond the classroom.
- Progressive modelling of evaluative skills ensures high-quality outcomes.
- Safety and hygiene are explicitly taught and modelled at the start and throughout all practical activities.
- Resources are audited annually to support effective teaching and learning for all pupils.

Assessment

- Assessment in DT is ongoing and formative, focusing on knowledge, skills, and understanding demonstrated through:
 - Practical outcomes and finished products.
 - Design portfolios, annotated sketches, and prototypes.
 - Peer and self-evaluation, supported by clear success criteria.
 - Teacher observations and feedback during the design-make-evaluate process.
- Summative assessment is conducted at the end of each project, with outcomes monitored by the subject leader.
- Assessment informs future planning, supports progression, and identifies areas for support or challenge.
- There are no statutory attainment targets; assessment is based on progression and achievement in practical and evaluative skills.

Roles and Responsibilities

Role	Responsibilities
Subject Leader	<ul style="list-style-type: none"> - Lead, monitor, and evaluate DT provision - Develop and implement annual action plans - Organise CPD and support for staff - Audit resources and ensure compliance - Report on standards and development to Governors
Class Teachers	<ul style="list-style-type: none"> - Plan and deliver DT lessons and projects following sequence of learning overviews.

	<ul style="list-style-type: none"> - Model safe practice and evaluative skills - Assess pupil progress and provide feedback - Adapt teaching for SEND and disadvantaged pupils - Ensure cross-curricular links
Support Staff	<ul style="list-style-type: none"> - Assist with practical activities and inclusion - Support safe practice and supervision - Contribute to assessment and feedback
Senior Leadership	<ul style="list-style-type: none"> - Ensure statutory compliance and curriculum coverage - Monitor impact and support subject leadership - Facilitate professional development
Governors	<ul style="list-style-type: none"> - Monitor standards and policy implementation - Support school development and improvement in DT

Inclusion

- All pupils are entitled to access and succeed in DT, regardless of background or ability.
- Tasks are scaffolded and differentiated to meet diverse needs, with adaptive tools and resources provided.
- Reasonable adjustments are made for pupils with SEND, including alternative approaches and support.
- Opportunities for practical work are extended to all, ensuring participation and engagement.
- The curriculum reflects cultural diversity and promotes respect for different perspectives and users.
- Pupil voice is valued, with opportunities for choice, reflection, and ownership of learning.

Professional Development

- Regular professional development is provided for all staff, focusing on:
 - Secure subject knowledge, including technical and food technology aspects.
 - Effective teaching strategies and assessment for learning.
 - Safe practice and risk management in DT activities.
 - Inclusion and differentiation for SEND and disadvantaged pupils.
 - Access to specialist resources, external training, and best practice networks is facilitated.

Inspectorate Expectations

- This policy ensures compliance with the Ofsted Education Inspection Framework (EIF) and School Inspection Handbook:
 - Curriculum intent is ambitious, broad, and coherently sequenced.
 - Implementation is effective, with secure subject knowledge and progressive practical work.
 - Impact is evidenced through high-quality outcomes and preparation for future learning.
 - Personal development, resilience, and cultural capital are promoted.

- Safe working practices, positive attitudes, and engagement are ensured.
- Leadership and management are robust, with effective monitoring and professional development.
- Evaluation uses lesson observations, work scrutiny, pupil voice, and outcomes.
- Areas for improvement identified by inspectorates are addressed, including curriculum breadth, progression, assessment, inclusion, health and safety, and leadership.

Monitoring and Review

- The subject leader monitors outcomes from each assessed unit to inform next steps and development.
- Class book scrutiny and lesson observations are conducted across the school, with feedback provided.
- Support is offered through 1:1 coaching or whole staff training as needed.
- An annual action plan for DT is produced, implemented, and evaluated termly.
- Resources are audited annually to ensure adequacy and accessibility.
- An annual report on standards and key issues is shared with Governors, supporting the School Development & Impact Plan.
- The policy is reviewed annually and updated in response to statutory changes, inspectorate feedback, and school priorities.

Links to Other Policies

- Safeguarding Policy
- Health and Safety Policy
- Equality and Inclusion Policy
- SEND Policy
- Curriculum Policy
- Assessment Policy
- School Development & Impact Plan