ST PETER'S CE PRIMARY & NURSERY SCHOOL WEM

'Underpinned by our Christian values, we create a happy, caring environment. This empowers each and every unique person to dream, believe, achieve and flourish.'

'In the same way, you should be a light for other people.
Live so that they will see the good things you do'

Matthew 5:16 (ICB)

DESIGN AND TECHNOLOGY POLICY
OCTOBER 2025

Reviewed by: D. Kennard October 2025

Date of next review: October 2027

Introduction

Design and Technology encourages children to learn to think and intervene creatively to solve problems both as individuals and as members of a team. They are taught to look for opportunities and to respond to them by developing a range of ideas and making a range of products. The children are also given opportunities to reflect upon and evaluate past and present design technology, its uses and its effectiveness and are encouraged to become innovators.

Aims of Design & Technology

- to develop children's designing and making skills,
- to teach children the knowledge and understanding, within each child's ability, that will be required to complete the making of their product,
- to teach children the safe and effective use of a range of tools, materials and components,
- to develop children's understanding of the ways in which people have designed products in the past and present to meet their needs,
- to develop children's creativity and innovation through designing and making,
- to develop children's understanding of technological processes, their management and contribution to society.

Design & Technology in relation to the National Curriculum

The national curriculum for design and technology aims to ensure that all pupils:

- *develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world*
- *build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users*
- *critique, evaluate and test their ideas and products and the work of others*
- *understand and apply the principles of nutrition and learn how to cook.*

Children will design, make and evaluate a range of products. A good quality finish will be expected in all design and make activities appropriate to the age and ability of the pupil. The work covered in each year group ensures a balance of:

- investigative, disassembly and evaluative activities,
- focused practical tasks,
- designing and making assignments,
- iterative evaluation of own product.

Principles of Teaching and Learning

Design and Technology will engage the children in a broad range of designing and making activities which involve a variety of methods of communication, e.g. speaking, designing, drawing, assembling, making, writing and using information and communication technology. These activities can be adapted through careful planning and the selection of resources which are appropriate for different ages and abilities. All children must be encouraged to design and make and must be stretched in designing and making. Access may be ensured through Learning Assistant support. Writing frames can be modified easily to support children. Teachers of parallel classes plan D&T linked to other curriculum areas where possible to contextualise the children's making. Teachers have access to DATA resources e.g. "Projects On A Page" to assist them with their planning. Projects are taught in blocks which allows for more effective learning in which teachers can focus on DT skills. Teachers will ensure that they have a clear idea of the skills, knowledge and understanding to be taught in each year group that is indicated in the long term plan. Units of work have been selected and planned to ensure a balance of materials, skills, knowledge and understanding throughout each Key Stage. Each project is to include designing, making and evaluating assignments (DMEAs) supported by focused tasks or skills teaching (FTs) and work involving reviewing existing products (IDEAs). All children should have a breadth and balance of experience. Care should be taken to ensure activities do not have a gender bias. Use of multicultural stimuli wherever possible enhances and enriches design possibilities.

Relationship to other Subjects

Design & Technology is taught as a subject specific activity through a combination of whole class teaching, group work and individual work. Cross-curricular links are identified when appropriate. E.g. The children can apply scientific and mathematical knowledge to create products which are functional.

Equal Opportunities and Special Needs

Teachers ensure that children have access to the range of Design & Technology activities and use opportunities within Design & Technology to challenge stereotypes. Children are encouraged and supported to develop their Design & Technology capability using a range of materials. Teachers differentiate activities within Design & Technology to ensure that the specific needs of individual children are best met.

Spiritual, Moral, Social and Cultural Development

Through D&T, children will have self- belief in their abilities. They will focus upon the moral dilemmas raised and understand the wider impacts on the environment when designing and making new products. Children will work together and accept constructive criticism as a vehicle to improve. Their knowledge of cultural developments will be expanded.

Assessment, Reporting and Recording

The children's workbooks are a good source of evidence of good practice. On-going, formative assessment, both during and at the end of each unit, informs summative assessments. Areas of success and next steps are shared with the children. Children will be assessed as B - below, WT – working towards, EX – expected or GD – greater depth at the end of each year using an assessment grid. An annual report to parents' details effort and achievements made in designing and making.

Monitoring and Evaluation

The Design and Technology Subject leader monitors planning and samples of work in all year groups on a termly basis. The subject leader will complete an annual action plan and share strengths and next steps with the senior management and rest of staff.

Hygiene and Safety

It is important that children are taught essential life skills to enable them to participate confidently and safely in designing and making in society. Teachers have a duty to introduce children to a wide variety of production processes and the correct tools for the task. Children must design considering health and safety issues and consequences and operate in a safe and hygienic manner when designing. The subject leader, if required, supports teachers to teach the skills necessary ensuring that children can design and make safely. Teachers can refer to Shropshire Primary DT National Curriculum Guidance folder which highlights safe practise when using tools/materials and equipment in KS1 and KS2 (in resources cupboard).

Resource Management

Funding for Design and Technology will be within the school budget plan for each financial year. There is a central Design and Technology budget to cover the purchase of equipment and consumable materials which are housed in the resource cupboard.