St Joseph the Worker
Catholic Primary School

"A loving Christian Family striving to achieve excellence"

St. Joseph the Worker Catholic Primary School

Design and Technology Policy

2025-2027

D&T in primary schools develops young children's skills and knowledge in design, structures, mechanisms, electrical control and a range of materials, including food. D&T encourages children's creativity and encourages them to think about important issues. **~DATA (The Design & Technology Association)**

Purpose of the policy:

This policy reflects the aims and values of [insert school name]. It ensures all stakeholders, including staff, governors, parents and pupils, are working towards the same goals.

Ensure you consider the potential audience for your policy and what information they will want. Your audience may include teaching and non-teaching staff, governors, parents and Ofsted inspectors.

The purpose of this policy is to:

- Demonstrate adherence to the National Curriculum objectives and guidelines
- Provide clear information to parents and carers about what their children will be taught
- Allow the governing board to monitor the curriculum
- Provide Ofsted inspectors with evidence of curriculum planning and implementation

Subject Vision:

Include a broad statement of why the subject, for example history, is important and what pupils will gain from studying it. See this example for history:

Here at St. Joseph the Worker, we believe that a high-quality history education will help pupils to gain a coherent knowledge and understanding of Britain's past and that of the wider world. History inspires pupils' curiosity to know more about the past. Our teaching will equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies, and relationships between different groups, as well as their own identity and the challenges of their time.

Aims and Outcomes:

Through creativity and innovation, design and technology continue to shape our lives. Using an activity-focused approach, a high-quality design and technology education should give pupils opportunities to create, innovate, design, make and evaluate a variety of well-crafted products. Pupils should be taught the technical skills and craftsmanship to execute practical tasks, thereby developing confidence in using these skills. ~ ***The National Curriculum 2014***

The development of Design and Technology proficiency at St Joseph the Worker Catholic Primary School is achieved through opportunities and experiences across the curriculum. The curriculum enables pupils to take part in a broad range of practical activities directly concerned with:

- Identifying needs
- Generating ideas
- Planning and designing
- Making and testing
- Evaluating

Design and Technology is a way of learning, which spans and links the whole curriculum. In primary school, it has its roots in imaginative play, art, science and maths. Design and Technology topics will be undertaken in accordance with St. Joseph's long-term curriculum plan. Teachers will also present children with additional Design and Technology opportunities in other areas of the curriculum and during focus weeks.

We want all children at St Joseph's Primary School to think innovatively, to question and explore the practical world around them and to develop a positive, growth mind-set approach to their learning.

Aims:

We aim to help our children at St. Joseph's Primary School develop:

1. Enjoyment and pride in their technological and creative abilities.

2. Understanding and knowledge related to the practical and aesthetic aspects of their experience of the world around them, including the influence of technological achievements of different cultures, past and present.

3. A keen interest in creating and developing functional and decorative design ideas.

4. Manipulative skills using a range of tools and materials.

5. A deeper understanding of the principles of nutrition and cooking skills.

6. Personal qualities of confidence, creativity, perseverance and self-evaluation.

7. The communication, co-operation and collaboration skills required to work as a member of a group.

8. An awareness of the needs and safety of others.

Teaching and Learning of Design and Technology

Insert details of how lessons and topics will be delivered. For example:

DT is taught in single age classes by class teachers. Lesson plans are based around the subject's long-term plan and resources available, with objectives adapted to suit the stage of development for the pupils in each class. The teaching of history might involve:

- Whole-class teaching
- Small group discussions
- Reading from textbooks
- Handling artefacts
- Looking at historical photographs
- Individual projects/research
- Role play
- Field trips

Curriculum Overview:

The **Reception** Year provides an important foundation for the development of design and technology capability. It extends and broadens the child's home experience, enabling the child to explore a wide variety of materials: sand, water, construction kits, food, paper, wood, textiles, play dough, reclaimed materials etc., and to develop skills with simple tools. Some of these experiences will be structured and the children will be encouraged to talk about their observations and ideas with the adults working with them.

In **Key Stage 1**, children will carry out more structured activities based around a curriculum theme.

They will explore and develop skills in designing, making and evaluating a product.

Children will also develop their technical knowledge in areas such as:

- Designing a product for a specific purpose
- Generating and communicating ideas
- Cutting, shaping, joining, finishing (with support and independently)

- Selecting appropriate tools and materials for their chosen design
- Exploring and evaluating a range of existing products
- Using simple mechanisms in their products
- Testing and improving their product
- Evaluating their finished product against a given criteria
- Understanding where food comes from
- Preparing food based upon a healthy and varied diet

In **Key Stage 2**, children will build upon their knowledge and skills developed in Key Stage 1. They will base their design ideas and products on a specific KS2 curriculum topic or theme. Children will also build upon and develop their technical knowledge in areas such as:

- Researching and developing ideas based on a specific design criteria and audience
- Generating and communicating ideas through sketches, diagrams, prototypes and ICT
- Selecting appropriate tools and materials from a wide range
- Cutting, shaping, joining and finishing accurately
- Investigating and analysing a range of existing products
- Improving and strengthening complex structures
- Using more complex mechanisms such as pulleys, gears, cams, levers, linkages and electrical systems
- Using computing programs to design, build, monitor and assess their product
- Evaluating their product using a design criteria and using peer assessment to review and improve their product
- Understanding how individuals and key events have shaped the world in relation to Design and Technology innovation
- Understanding the importance of a healthy and varied diet for health and well-being
- Preparing and cooking savoury food using a range of techniques
- Understanding seasonality and food provenance

Cooking and Nutrition has become a greater part of the Design and Technology curriculum in the revised National Curriculum of 2014. Pupils are expected to develop a variety of cooking skills, their nutritional knowledge and to foster a love of cooking as a crucial life skill.

Programmes of study:

St Joseph the Worker Catholic Primary School
Design Technology Curriculum Map 2025/26

Design Technology Curriculum Map						
Term	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Autumn	**Structures** free standing structures (constructing a windmill)	**Cooking and Nutrition** preparing fruit and vegetables (a balanced diet)	**Textiles** Cross-stitch and applique (Christmas decorations)	**Food** Adapting a recipe	**Structures** Bridges	**Textiles** combining different fabric shapes (WW2 satchels)
Spring	**Cooking and Nutrition** preparing fruit and vegetables (salads)	**Mechanisms** Fairground wheel	**Structures** Constructing a castle	**Electrical Systems** simple, parallel circuits and switches (torches)	**Cooking and Nutrition** Health and diet- What could be healthier?	**Cooking and Nutriton** health and diet- celebrating culture
Summer	**Mechanisms** sliders and levers (making a moving storybook)	**Textiles** templates and joining techniques (pouches)	**Cooking and Nutrition** Eating seasonally	**Mechanical Systems** Making a slingshot car	**Mechanical Systems** Pop-up book	**Electrical Systems** Steady hand games

READY, RESPECTFUL, RESILIENT

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Recording and Assessment

All children, when learning and being taught Design and Technology should experience achievement, success and progression. The teacher needs to be aware of the progress made, difficulties experienced, misconceptions addressed and expectations met. Children should be supported at each stage of the Design and Technology curriculum in areas of: designing, making, evaluating and developing technical knowledge.

Assessment can take the form of: monitoring children's discussions; question and answer with individuals or groups; peer assessment by children in pairs, groups and to the class; marking designs, idea development, finding evidence of creativity and problem-solving skills; and marking the aesthetic quality and functionality of the end product.

Recording:

Children record all of their work into their DT workbooks. Teachers will record all children's progress using end of topic assessment grids.

Monitoring:

Throughout the school, children's design and technology capability will be developed within the framework outlined in the National Curriculum Programmes of Study 2014. Work is planned and delivered within each specific year group and tailored to meet the needs of that particular cohort. Progression is monitored and evaluated within the year groups and throughout the key stages by individual teachers and the Design and Technology Coordinator.

Inclusion

At *St. Joseph the Worker Catholic Primary School*, we believe that all pupils—regardless of ability, background, or need should have equal access to a broad, balanced, and high-quality Design and Technology curriculum. Our teaching of DT, guided by the **National Curriculum** and the **Kapow Primary Design and Technology Scheme of Work**, is designed to be inclusive and accessible to every child.

Adaptive Teaching and SEND Provision

We recognise the importance of **adaptive teaching** in ensuring that all learners, including those with **Special Educational Needs and Disabilities (SEND)**, can achieve success and enjoyment in DT.

To support inclusive learning, class teachers will:

- **Differentiate tasks** to match pupils' individual learning needs, breaking down complex processes into smaller, manageable steps.
- Provide **scaffolded instruction**, including visual aids, modelled examples, structured templates, and step-by-step demonstrations.
- Offer **multi-sensory and hands-on experiences** using a variety of materials and tools to support pupils with specific learning needs.
- Use **adaptive tools and equipment** where appropriate, such as thicker-handled scissors, larger or textured components, and assistive technologies.
- Adjust the **pace, outcome, or level of adult support** to suit the needs of individual learners, without compromising the integrity of the task.
- Ensure that instructions are **clear, concise, and supported by visual cues** for pupils with processing or communication difficulties.
- Offer opportunities for **pre-teaching or overlearning** key skills and vocabulary to build confidence and independence.

Where appropriate, teachers will work in collaboration with the **SENDCo**, **teaching assistants**, and **external agencies** to implement personalised strategies outlined in **EHCPs** or support plans.

EAL Learners and Other Groups

Teachers take into account the needs of pupils who speak **English as an Additional Language (EAL)** by:

- Using **visual instructions**, demonstrations, and labelled diagrams to aid understanding.
- Pre-teaching **subject-specific vocabulary** and checking comprehension regularly.
- Allowing **collaborative and peer-supported tasks** to encourage participation and language development.

Wider Inclusion and Equity

Our DT curriculum reflects the diverse backgrounds of our pupils and is mindful of:

- **Cultural, dietary and religious needs** in food and nutrition projects.
- **Inclusive design principles**, such as designing for users with disabilities or different lifestyles.
- Ensuring **representation** and inspiration from designers and inventors from a range of cultures, genders, and historical periods.

We actively promote opportunities for all pupils, including those with **SEND**, **disadvantaged backgrounds**, or those who are **more able**, to develop their skills and creativity in DT through well-planned, adaptive, and engaging activities.

Health and Safety:

Safety is of paramount importance in Design and Technology. It is the teacher's responsibility to be aware of safety issues in all Design and Technology activities by:

- Providing a safe working area (furniture, materials storage, tool maintenance)
- Teaching and implementing safety rules and good practice, including hygiene
- Ensuring the safe and correct usage of tools and materials
- Ensuring working areas are kept clean and tidy
- Considering storage of partially completed work
- Ensuring the correct disposal of waste

The teacher is responsible for ensuring that children are adequately supervised when using tools and that other adults working in the classroom understand safety rules and maintain rigorous safety standards.

Safety rules and safety issues should be taught to all children within each Design and Technology unit of work.

Resources

It is the responsibility of the class teacher to be aware of the resources needed for a particular unit and to order any resources required. Baking equipment is stored in the staffroom. Design and Technology resources are located in both the Art & Design cupboard and the Science cupboard.

Roles and Responsibilities:

Headteacher

The headteacher at our school will:

- Support the subject leader but also hold them to account for the effectiveness of the subject
- Support staff through the provision of training and resources
- Monitor the planning and delivery of the subject
- Ensure the requirements of the National Curriculum are met
- Ensure this policy is reviewed according to the timescales set out

Subject leader

The subject leaders at our school will:

- Prepare and review subject policy and curriculum plans
- Promote the study of the subject throughout the school
- Monitor the teaching and assessment of the subject
- Attend appropriate CPD
- Stay informed regarding developments in the study and teaching of the subject
- Evaluate resources
- Provide training and CPD to staff on the subject curriculum and its delivery, and keep them informed about subject developments nationally
- Assess the impact of the subject curriculum on pupils' learning and development
- Make presentations to governors on the subject and how it is being taught

Link governor

The link governor responsible for Design Technology at our school will:

- Monitor teacher workload and professional development
- Ensure subject action plans are suitable
- Keep track of pupil and parent engagement with the subject
- Keep up to date with the curriculum (what's taught, why it's taught, and how it's taught)

Classroom teacher

Classroom teachers at our school will:

- Teach and assess the subject according to the principles laid out in this policy
- Report to the subject leader
- Maintain subject knowledge and appropriate CPD

Parents

The parent community at our school will:

- Make sure their children are prepared for learning

Monitor the completion of homework

The Role of the Design and Technology Coordinator

The Design and Technology coordinator is responsible for:

- Reviewing and updating St. Joseph's Primary School's policies relating to Design and Technology

- Assisting and advising in the teaching of Design and Technology across the school
- Monitoring standards of achievement and progression
- Maintaining centrally stored tools and materials
- Promoting and raising the profile of Design and Technology throughout the school.

Links to other policies

This subject policy links to the following policies and procedures:

- Curriculum policy
- Assessment policy
- Marking policy
- SEN policy

Policy Review

This policy will be reviewed by staff and governors every two years.

Reviewed: September 2025

Review period: 2 years

Next Review: September 2027