



St Mary's Catholic Primary School

Design and Technology Policy

Reviewed: 26/07/25

Next review: 26/07/28

St Mary's Catholic Primary

Design and Technology Policy

At St Mary's we believe that if our pupils are to achieve their potential within the Design and Technology curriculum we must provide them with opportunities that involve them in the designing, making and evaluation of products using a variety of appropriate skills and materials.

We believe design and technology prepares pupils to participate in tomorrow's rapidly changing technologies and encourages them to become autonomous and creative problem solvers. Through investigation of products and the world around them they develop "an understanding of technological processes, products, and their manufacture, and their contribution to our society" (QCA DT Guide).

Children will be taught to combine practical skills with an understanding of function & industrial practices, social and environmental issues, aesthetics, communication, mathematical and IT skills.

Through design and technology all pupils are encouraged to become innovators and discriminating and informed users of products.

Aims

We aim to teach children to:

- Develop their designing and making skills*
- Develop knowledge and understanding*
- Develop their capability to create high quality products through combining their designing and making skills with knowledge and understanding*
- Nurture creativity and innovation through designing and making*
- Explore values about and attitudes to the 'made' world and how we live and work within it*
- Develop an understanding of technological processes, products, and their manufacture, and their contribution to our society.*

Children will be given opportunities to:

- Take increasing responsibility for their work
- Work independently and in groups
- Be involved in tasks of varying duration
- Undertake teacher and child initiated tasks
- Design, make and evaluate products
- Undertake focused practical tasks to develop skills and knowledge
- Investigate simple everyday products
- Work with a variety of materials, tools and components
- Use IT where appropriate.

The Design and Technology Curriculum

Early Years Foundation Stage

The EYFS sets out clear expectations for the children in our Foundation Stage for Expressive Arts and Design:

Exploring and using media and materials

The children will safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

These skills are encouraged inside and outside the classroom; with junk modelling and construction activities as well as den building opportunities. Activities are planned for as well as some being available for the children to access themselves (depending on health and safety).

Early Learning Goals: Creating with Materials -

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories.

Planning

Design and technology planning in school follows the requirements of the EYFS

and National curriculum. The planning follows the curriculum cycle to ensure continuity throughout the school. All planning should make reference to the Design and Technology Progression of Skills document. Planning is the Twinkl Design Technology Planning.

Medium term plan: Plans are linked to topics where possible and relate directly to the schools 'Long term plan'. Individual lessons include a learning objective, lesson introduction, activity, plenary, resource section and health and safety points (Including risk assessments where needed). Plans can be annotated where necessary to inform future planning.

All planning is stored on the school 'staff shared' drive.

Learning and Teaching

A range of styles of teaching is necessary for the teaching of Design and technology. Approaches need to be related to the topic itself and to the abilities and experience of both teachers and pupils. The Progression of Skills document for Design and Technology allows teachers to introduce new skills as well as build upon the existing skills gained through previous year groups.

Teaching at all levels shall include opportunities for

- Teacher exposition
- Discussion of techniques (pupil/pupil and pupil/teacher), followed by appropriate practical work
- Working alone, in groups, as a class and as a whole school
- Consolidation and practice of fundamental skills and routines
- Use of ICT and outside visits
- First-hand experience
- Investigation work
- Recording and observation
- Experience of skilled people
- Provision of different media and resources

Assessment and record keeping

Pupils are assessed against the level descriptors for Design and Technology as set

out in the National Curriculum. Examples of designing, making and evaluations of projects should be used as evidence to assess. This is then added to the tracking sheets provided by Twinkl.

Assessment is achieved through observation of the pupil's approach to the task, through discussion with the child, and by analysis of the final product. Teachers will also use the Progression of Skills document to assess the children and move them on or back according to their skills and achievements in Design and technology.

The teacher passes on relevant information to other teachers and the school summative records are updated annually. These are passed on to the next class teacher, the Head teacher and the Design and Technology Leader. A selection of D.T work will also be kept on file by the Design and Technology Leader to show an example of work from across the school.

Lessons are delivered providing a clear learning objective and success criteria for the children to work towards. Class Teachers mark work against the learning objective for the lesson giving feedback where appropriate.

Monitoring, Evaluation and Review

The class teachers are responsible for the organisation of resources, materials, tools and equipment in a way that provides consistency and ease of access in each area of the school. The Design and Technology Leader monitors the delivery and outcomes of the art curriculum and makes any modifications to the school policy and scheme of work in line with developments.

Equal opportunities/ Special educational needs

The teaching of Design and Technology will be in accordance with the school policy for Equal Opportunities. We aim to provide equal access for those children with special needs and those pupils who are very able and require extension activities, through small group work and through the use of other adults help where available.

The role of the Design and Technology Co-ordinator is to:

- Support Key Stage Leaders with ordering of equipment when needed
- Support teachers with ordering of equipment when needed
- Encourage, organise and lead training where needed
- Keep up to date by attending relevant courses
- Provide guidance and support in implementing the NC and schemes of work
- To co-ordinate recording and presentation throughout the school after consultation with colleagues and the Head teacher
- Advise the Head teacher of action required (e.g. resources, standards etc.)
- Review and update the Design and Technology policy to include any new teaching initiatives
- Provide support for all who teach Design and Technology and so improve the quality and continuity of Design and Technology teaching and learning throughout the school

Resources

Resources for 2D and 3D work are kept in central areas within the school as well as in individual classrooms. These include a variety of drawing, painting, printmaking, and textile materials. 3D resources include modelling, collage materials and clay tools.

Teacher resources including moving mechanisms, leavers, posters and books are kept in teacher's resource cupboards.

Health and Safety

At all times, due care and consideration must be given to health and safety, as outlined in our 'Health and Safety Policy'. A risk assessment must be made, as part of the planning process before any Design and Technology activity is undertaken where there is a risk to the children. Staff should assess the materials, tools and equipment being used.

Children will be informed of any risks but must also be encouraged to assess and identify risks for themselves and to others. Children must be taught to work safely with different materials (e.g. clay dust, dyes and polystyrene) and with sharp tools (e.g. scissors and lino cutters for print making).

Review

This policy will be reviewed every three years by the Head Teacher and the Design and Technology Leader. Any alterations that come from this review will be discussed and ratified by the full Governing Body.