**Design and Technology Policy**

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| Updated: May 2026 |
| Review: May 2027 |

**1. Purpose**

This policy outlines the aims, principles, and practices for the teaching and learning of Design and Technology (D&T) in our primary school. It ensures a consistent and high-quality approach that enables all pupils to develop creativity, practical skills, and critical thinking.

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**2. Aims**

The aims of Design and Technology are to:

- Develop children's creative, technical, and practical expertise.
- Encourage innovation and problem-solving through designing and making.
- Build knowledge and understanding of materials, tools, and processes.
- Promote evaluation and improvement of ideas and products.
- Foster an understanding of nutrition and healthy eating (where applicable).
- Prepare pupils to participate in an increasingly technological world.

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**3. Curriculum Overview**

Design and Technology is taught through a structured and progressive curriculum, ensuring coverage of:

- **Designing** – generating, developing, modelling, and communicating ideas.

- **Making** – selecting tools and materials, and constructing products.
- **Evaluating** – assessing products against criteria and suggesting improvements.
- **Technical Knowledge** – understanding how structures, mechanisms, and materials work.
- **Cooking and Nutrition** – learning about healthy eating and basic food preparation.

The curriculum is planned to build skills progressively from Early Years through to Year 6.

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**4. Teaching and Learning**

Design and Technology is taught through:

- Practical, hands-on activities.
- Cross-curricular links where appropriate (e.g., science, maths, art).
- Real-life contexts and meaningful projects.
- Opportunities for individual, paired, and group work.

Teachers ensure that lessons:

- Are engaging and inclusive.
- Provide clear design briefs and success criteria.
- Encourage creativity and independence.
- Include opportunities for reflection and evaluation.

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**5. Inclusion**

All pupils will have access to the Design and Technology curriculum regardless of ability, gender, or background.

Adaptations may include:

- Differentiated tasks and support.
- Use of visual aids and practical demonstrations.
- Additional adult support where needed.

More able pupils will be challenged through open-ended tasks and opportunities for innovation.

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**6. Assessment**

Assessment in Design and Technology is ongoing and formative.

Teachers assess pupils based on:

- Designing skills

- Making skills
- Evaluation skills
- Technical knowledge

Evidence may include:

- Photographs of work
- Design plans and sketches
- Completed products
- Pupil discussions and evaluations

Summative assessments are recorded in line with whole-school assessment procedures.

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**7. Health and Safety**

Health and safety is a priority in all D&T activities.

Teachers must:

- Ensure tools and equipment are used safely.
- Provide clear instructions and supervision.
- Conduct risk assessments where necessary.
- Teach pupils safe working practices.

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**8. Resources**

The school will provide appropriate resources to support high-quality teaching and learning, including:

- Tools and equipment suitable for primary-aged children.
- A range of materials (wood, textiles, food ingredients, etc.).
- Access to planning and assessment materials.

Resources are regularly reviewed and maintained.

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**9. Role of the Subject Leader**

The Design and Technology subject leader is responsible for:

- Monitoring teaching and learning across the school.
- Supporting staff with planning and resources.
- Ensuring curriculum progression and coverage.

- Organising training and professional development.
- Managing and maintaining resources.

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**10. Monitoring and Review**

This policy will be reviewed regularly (typically every 2–3 years) or in line with curriculum updates.

Monitoring will include:

- Lesson observations
- Work scrutiny
- Pupil voice
- Staff feedback

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**11. Conclusion**

Design and Technology plays a vital role in developing children's creativity, resilience, and problem-solving skills. Through a well-planned and engaging curriculum, pupils are equipped with essential life skills and a strong foundation for future learning.

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