Keresforth Primary School

Design and Technology Policy

Reviewed April 2025

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Introduction

We believe that Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

Intent

At our school we intend that children should master Design and Technology to such an extent that they can go on to have careers within the Design and Technology field and make use of it effectively in their everyday lives. Our children will be taught Design and Technology in a way that ensures progression of skills by following and developing prior learning.

Our children will gain experience, skills and knowledge in a wide range of learning opportunities, enabling them to use design and technology across a range of subjects through creativity and problem solving to ensure that they progress.

Aims and objectives

- 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.
- Develop their capability to create high quality products through combining their designing and making skills with their knowledge and understanding.
- Nurture creativity and innovation.
- Explore values and attitudes towards the made-world and how we live and work within it.
- Develop an understanding of products and processes and their contribution to our society.
- Research and explore past design and technology and use this knowledge in their own designing.
- To develop an understanding of health and nutrition and how to cook. Develop an attitude that is conscious of what a healthy lifestyle is and how food contributes towards this.

DT implementation

EYFS:

We encourage the development of skills, knowledge and understanding that help Nursery and Reception children make sense of their world. We relate this development to the objectives set out in the EYFS. This learning forms the foundations for later work in Design and Technology.

These early experiences include;

- Asking questions about how things work.
- Investigating and using a variety of construction kits.
- Using materials, tools and products.
- Developing making skills.
- Handling appropriate tools and construction materials safely and with increasing control.

We provide a range of experiences that encourage exploration, observation, problem solving, critical thinking, discussion and decision making. These activities take place both indoors and outdoors, and are designed to promote the children's interest and curiosity.

Throughout the Foundation Stage, activities and opportunities are planned where children can learn through talk, play and their own life experiences. The Nursery and Reception children are all emersed in a language rich environment which is modelled and used contextually by the adults.

KS1 and KS2:

We follow a broad and balanced Design and Technology curriculum that builds on previous learning and provides both support and challenge for learners.

We follow a Design and Technology scheme (Kapow) that ensures the progression of skills and knowledge through covering all aspects of the Design and Technology curriculum.
The areas included are:

- Cooking and nutrition.
- Mechanical systems.
- Structures.
- Textiles.
- Electrical systems.

All classes will have a scheduled Design and Technology lessons in alternative half terms to Art. Children's work and pictures of their work will be stored on the school's shared system and within the children's DT folders for reference and assessment.

We promote the use of critical thinking and problem solving within DT lessons to support the children in their understanding of 'real world' issues and how these may be solved. This includes exposing the children to a vocabulary rich environment and the use of stem sentences. Opportunities are provided

during lessons for the children to discuss and verbally explain their understanding with a peer to promote oracy.

Impact and assessment

EYFS

In the EYFS we relate the creative development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five. The objectives for the children's learning are included within;

- Expressive arts and design
- Understanding the world
- Physical
- Personal, social and emotional development.

KS1 and KS2

Our children enjoy and value Design and Technology and know why they are doing things, not just how. Children will understand and appreciate the value of Design and Technology in the context of their personal wellbeing and the creative and cultural industries and their many career opportunities.

Progress in Design and Technology is demonstrated through regularly reviewing and scrutinising children's work, in accordance with our Design and Technology assessment policy to ensure that progression of skills is taking place. Namely through:

- Looking at pupils' work, especially over time as they gain skills and knowledge.
- Observing how they perform in lessons.
- Talking to them about what they know.
- End of topic quizzes.

The Design and Technology curriculum will contribute to children's personal development in creativity, independence, judgement and self-reflection. This would be seen through them being able to talk confidently about their work,

and sharing their work with others. Progress will be shown through outcomes and through the recording of the processes leading to them.

Inclusion

We believe that it is important for all children to experience Design and Technology lessons. We will use opportunities within DT lessons to challenge stereotypes and promote a positive experience for all children.
All children will be encouraged and supported to develop their skills and knowledge through high quality, practical and language rich learning. Lessons will also be adapted by the teacher to support individuals based upon their needs.

This may be done by:

- Using different types of scissors.
- Working 1:1 with an adult.
- Using larger equipment.
- Using different types of materials.
- Using different variations of food within cooking and nutrition lessons to meet dietary needs.

Oracy

As a school we strive to promote frequent opportunities for the children to promote their oracy skills within a language rich environment. This is done by:

- Discussing prior learning.
- Using talk partners.
- Stem sentences.
- Vocabulary up on display and around the classroom.
- Answering questions throughout the lessons.
- Opportunities to work with a partner or in a group to discuss and investigate concepts.

Disciplinary knowledge

Disciplinary knowledge is the 'how' of learning within the subject and focusses on the concepts and methods. This allows the children to become 'experts' in DT.

This is measured through the progression of:

- Making and cutting.
- Fixing and joining.
- Mechanisms and control.
- Finishing, including food hygiene.

Celebrating DT

DT is celebrated through school as a STEM subject. Some of the ways in which it is celebrated include:

- DT competitions (inside and outside of school).
- Special mentions.
- Sharing work on social media (X).
- Sharing work on the school website.
- Displaying DT work on displays throughout school.

Role of the DT Coordinator

- Endeavour to promote a dynamic approach to the development of DT ensuring that DT has a high profile at the School.
- To update and administer the school DT curriculum and oversee its implementation by other staff.
- Keep up to date with developments in DT through reading and course attendance etc.
- Report back on courses attended.
- Advise and support staff with DT.

- Be responsible for overall cataloguing, storage, purchase and upkeep of all school DT resources and facilities.
- Review and update the school policy statement and guidelines as required.
- Facilitate and carry out DT related competitions within school and for outside competitions.
- Monitor the DT folders.
- Work closely with the Science and Computing coordinators to develop cross curricular links and experiences.