

ST JOSEPH'S CATHOLIC PRIMARY SCHOOL



DESIGN TECHNOLOGY POLICY

**Reviewed: September 2025
To be reviewed: September 2027**

DESIGN TECHNOLOGY AT ST JOSEPH'S

This Design Technology Policy aims to outline our comprehensive approach to teaching Design Technology at St Joseph's, in accordance with the 2014 National Curriculum in England, and to uphold the expectations set by Ofsted. Our commitment is to ensure that all learners develop a strong understanding of Design Technology concepts, foster a positive attitude towards learning, and achieve their full potential in Design Technology.

VISION STATEMENT

Our vision is to provide a stimulating and practical DT curriculum that empowers children to become creative problem-solvers, innovative thinkers, and resourceful designers. At St Joseph's, we aim to equip pupils with the skills and knowledge to design, make, and evaluate purposeful products that solve real-world problems, while fostering resilience, collaboration, and curiosity.

INTENT

We believe that all children should have:

- Opportunities to explore and apply a range of practical and technical skills.
- The ability to think creatively and critically to solve problems.
- An understanding of the design process from concept to creation.
- Experiences that link DT to real-life contexts, including food, engineering, and sustainability.

Our Design Technology curriculum aims to ensure that all children:

- Develop the creative, technical, and practical expertise needed to perform everyday tasks confidently.
- Build and apply a broad knowledge of materials, tools, and components.
- Understand and apply principles of design, functionality, and aesthetics.
- Evaluate and improve their own work and the work of others.
- Learn about key individuals and innovations in design and technology.

IMPLEMENTATION

- DT is taught through focused projects each term..
- Each unit follows the design, make, and evaluate cycle, ensuring children understand the full process.
- Children use a variety of tools, materials, and techniques appropriate to their age and ability.
- Food technology is taught with an emphasis on nutrition, hygiene, and healthy lifestyles.
- Retrieval practice is embedded through revisiting key vocabulary, design principles, and safety procedures to strengthen long-term understanding.
- Pupils are encouraged to reflect on their work, make improvements, and celebrate their achievements.

- Enrichment opportunities such as STEM challenges, enterprise projects, and visits from designers enhance engagement and real-world relevance.

IMPACT

- Children demonstrate a secure understanding of the design process and can articulate their ideas clearly.
- They show increasing confidence in using tools and materials safely and effectively.
- Pupils are able to evaluate their products thoughtfully and suggest improvements.
- Assessment and pupil voice indicate that children enjoy DT and understand its relevance to everyday life.
- Children leave St Joseph's with a strong foundation in design and technology, ready to build on their skills in secondary education and beyond.

ASSESSMENT

Assessment happens on a variety of levels and is used to inform teachers, SLT and Governors on pupil attainment and progress.

Formative Assessment

- This happens in every lesson through teacher observations and questioning. Misconceptions and gaps are then addressed as quickly as possible (in the lesson) so that children are prepared for the next lesson and any new learning (circulate, assess and amend).

Summative Assessment

- In year 1-6, children are assessed at the end of each unit. Assessment is based on the quality and functionality of the final product; evidence of the design process, including planning, research, and annotated drawings; practical skills demonstrated during the making phase, including safe and effective use of tools and materials; the ability to evaluate their own work and suggest improvements and their understanding of key vocabulary, technical knowledge, and links to real-life applications. Judgements are made against age-related expectations and recorded to inform future planning, identify gaps, and celebrate achievement.
- The subject lead along with SLT, will have an overview of this whole school data to track the progress and attainment of cohorts which allows for analysis of strengths and areas of development across classes.

Reporting

- Class Curriculum Maps are shared with parents online via our school website.
- We provide regular feedback to parents through parents' evenings, consultations and a written reports at the end of the year for individual attainment and effort.

CONTINUOUS IMPROVEMENT

We conduct regular reviews of teaching practices and curriculum implementation, including seeking feedback from staff, pupils, and parents to identify areas for improvement. We

evaluate pupil performance data to inform strategic decisions about curriculum delivery and resource allocation. Findings are discussed with the Senior Management Team and the staff and then reported to the Governors through the Curriculum Committee.