

Unlocking the Potential for Everyone to Flourish in the love of Christ.

‘But I am like an olive tree flourishing in the house of God.’ Psalm 52:8



St Peter's Church of England Primary School

Policy for Design and Technology

September 2025

At St Peters Church of England Primary school, the Design and Technology curriculum is varied and covers a range of topics and the development of key skills which progress across school. It empowers children to become creative problem-solvers, critical thinkers and confident makers. Through hand-on experiences, pupils explore how products are designed, made and evaluated. In turn, developing skills that connect learning to real- world contexts.

Aims:

- 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.
- Understand and apply the principles of nutrition and learn how to cook.

Teaching and Learning Early Years Foundation Stage

Children in the Early Years Foundation Stage will undertake investigative and skills-based tasks during independent, child-led activity time. The 'Creative/Workshop/Art' areas will be available to them on a daily basis, and they will be encouraged to undertake focused practical tasks through directed and self-initiated stimuli. They will be provided with resources based on topics within the focus of the classroom and will be encouraged to design and develop ideas independently. Children in EYFS will work on a range of creative themes and tasks, and their work in Expressive Arts and Design links closely to other areas of the EYFS profile, namely 'Moving and Handling' through the opportunity to develop skills in using various tools, and 'Shape, Space and Measure' through access and exploration of a range of construction materials.

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KS1 Objectives

DESIGN

- Design purposeful, functional, appealing products for themselves and other users based on design criteria.
- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.

MAKE

- Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].
- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.

EVALUATE

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria

TECHNICAL KNOWLEDGE

- build structures, exploring how they can be made stronger, stiffer and more stable
- explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products

KS2 Objectives

DESIGN

- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.
- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.

MAKE

- Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.
- Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.

EVALUATE

- Investigate and analyse a range of existing products.
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
- Understand how key events and individuals in design and technology have helped shape the world.

TECHNICAL KNOWLEDGE

- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- Apply their understanding of computing to program, monitor and control their products

Cooking and nutrition

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the

great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life. Alongside this, children will be exploring the hygiene based around food- including handwashing, dietary needs and surface cleaning. All food activities comply with Food Standards Agency guidance.

Pupils should be taught to:

EYFS

- Know the importance for good health of physical exercise and a healthy diet

Key Stage 1

- Use the basic principles of a healthy and varied diet to prepare dishes
- Understand where food comes from

Key Stage 2

- Understand and apply the principles of a healthy and varied diet - Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.
- Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.

Staff responsibilities

- Conduct risk assessments for all practical activities
- Ensure children are given safety training before use of tools
- Maintain equipment logs and ensure regular checks
- Ensure first aid kits are accessible during practical sessions
- Ensure lessons are inclusive and accessed by all pupils, including those with Special Educational Needs and Disabilities through adaptive teaching.
- Assess pupils in Design and Technology and have a good understanding of the progress made.

Health and Safety

Safe practice must be promoted at all times. Teachers must also take into account the school's Health and Safety policy. Particular attention must be given to the use of craft and construction tools and children must be supervised at all times. Safety goggles must be worn when sawing wood. Safety issues will have been identified in medium-term planning and risk assessments must be completed, when activities are identified that are unusual and beyond the scope of normal safety practice.

Assessment in Design and Technology

Assessment in Design and Technology is made using the Lancashire KLIPS progression documents , which provide clear, progressive indicators of pupil achievement across each key stage. It enables teachers to make informed judgments about pupil attainment and progress while supporting high-quality teaching and learning.

Formative and Summative: Assessment is both formative (ongoing during lessons) and summative (at the end of a unit or term), allowing teachers to adapt planning and provide targeted support.

Skills-Based: Focus is placed on assessing practical skills, problem-solving abilities, and creative thinking, rather than solely on written outcomes.

Linked to KLIPS: Teachers use Lancashire KLIPS to assess pupils against age-related expectations in areas such as designing, making, evaluating, and technical knowledge.

Teachers observe pupils during practical tasks and engage in discussions to assess understanding and decision-making. Finished products, design plans, annotated sketches, and evaluations are used to assess progress against KLIPS indicator. Pupils are encouraged to reflect on their own work and that of others, fostering metacognition and collaborative learning.