



Warton St Paul's

Church of England Primary Academy

A member of **CDARI**

Design Technology Policy

Reviewed April 2026

Next review April 2027

Our Mission Statement

‘Believe, Belong, Be the Best that
you can Be’

*"Whatever you do in word or deed,
do everything in the name of the
Lord." Colossians 3:17*

1. AIMS

The aim of Design and Technology is to encourage children to learn to think and work creatively to solve problems both as individuals and collaboratively as members of a team. We encourage children to use their creativity and imagination, to design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. Where possible, we encourage children to make connections to other subjects, such as mathematics, science, computing and art. The children are also given opportunities to reflect upon and evaluate past and present technology and its usefulness.

Pupils at Warton St. Paul's Primary School will leave Year 6:

- Able to perform everyday tasks confidently
- Applying a repertoire of knowledge, understanding and skills in order to design and make prototypes and products for a wide range of users
- Understanding the principles of nutrition and how to cook
- Able to critique, evaluate and test their ideas and products

2. STATUTORY REQUIREMENTS

Statutory requirements for the teaching and learning of Design Technology were laid out in the National Curriculum (2014) and in the Expressive Arts and Design, Understanding the World and Physical Development sections of the Statutory Framework for the Early Years Foundation Stage (2017).

The Statutory Framework for the Early Years and Foundation Stage (2017) is based on five areas: Moving and Handling, Health and Self-Care, Technology, Exploring and Using Media and Materials and Being Imaginative.

The National Curriculum (2014) is divided into Key Stages. By the end of each year, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. The National curriculum 2014, gives detailed guidance of what should be taught in each key stage.

In the Foundation Stage (Reception) children have frequent opportunities to develop practical skills with a range of materials. They are given chances to explore construction kits and existing products. Activities are appropriate to children's prior experience and context is sometimes set by teacher, sometimes by the children.

At Key Stage One (Years 1 and 2) pupils are taught a clear process of research, design, create and evaluate. Through a variety of creative and practical activities, they are taught the knowledge, understanding and skills needed to engage in the process of designing and making.

At Key Stage Two (Years 3-6) Children build upon their prior learning. They are able to explore a range of existing products and formulate opinions on these, in order to make design decisions for their own product. Children are encouraged to ask questions and plan enquiries.

The Governing Body receive regular reports on the progress of Design Technology provision.

3. SUBJECT ORGANISATION

Foundation Stage

In Foundation stage, children have opportunities to develop their communication, enquiry and understanding of Design Technology in both adult led and in child initiated activities during continuous provision.

Key Stage 1 & 2

Design Technology is taught in 3 blocks throughout each year, so that children achieve depth in their learning. Teachers have identified the key knowledge, skills and techniques of each topic and consideration has been given to ensure progression across topics throughout each year group across the school.

5. DESIGN TECHNOLOGY CURRICULUM COVERAGE

In most classes, DT is taught every other half term, ensuring that full coverage is taught by the time pupils leave at the end of year 6. Due to our mixed year class topics taught in Design Technology are on a two-year rolling programme.

5. CROSS-CURRICULAR DESIGN TECHNOLOGY OPPORTUNITIES

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through Design Technology lessons to other areas of the curriculum.

6. THE USE OF IT

We recognise the important role ICT has to play in our school in the development of Design Technology skills. ICT is used to enhance the teaching of Design Technology and to give all children the opportunity to create and edit pieces of digitally. The use of ICT is cross – curricular.

7. ASSESSMENT AND TARGET SETTING

Work will be assessed in line with the Assessment Policy and teachers will use it to inform their daily differentiation. Assessment will be reported in half termly Pupil Progress Meetings. Pupils will have Design Technology targets where appropriate and will know their 'next steps' to ensure progression.

8. INCLUSION

We aim to provide for all children so that they achieve as highly as they can in Design Technology according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. Gifted children will be identified and suitable learning challenges provided.

9. ROLE OF SUBJECT LEADER

The Subject Leader is responsible for improving the standards of teaching and learning in Design Technology through:

- monitoring and evaluating Design Technology:
 - pupil progress
 - provision of Design Technology
 - the quality of the Learning Environment
- taking the lead in policy development,
- auditing and supporting colleagues in their CPD,
- purchasing and organising resources,
- keeping up to date with recent Design Technology developments.

10. PARENTAL INVOLVEMENT

We aim to involve parents in the development of children's skills, knowledge and understanding in Design Technology. Parents are encouraged to work with their children at home and support with homework.

There are opportunities each term when parents can discuss their children's progress with their teacher.

This policy will be reviewed according to the emerging needs of our school.

SignedDate (Chair of Governors)

SignedDate (Headteacher)