Design and Technology Policy

Intent Statement

At Primet Primary School, Design and Technology inspires pupils to become creative, resilient and confident problem-solvers who can design and make products for real-life purposes. Through our bespoke curriculum, children develop the knowledge, skills and technical understanding needed to design, make, evaluate and improve products while considering the needs, wants and values of others. Our core values of **Aspire, Respect and Togetherness** are embedded throughout the subject: pupils aspire to produce innovative, high-quality outcomes, show respect for different ideas, cultures and users, and work together collaboratively to solve problems and celebrate success. Design and Technology encourages children to think critically, take risks, learn from mistakes and apply their learning across the curriculum, preparing them to become responsible and enterprising designers of the future.

Aims

The national curriculum for design and technology aims to ensure that all pupils:

- 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

Procedures and practise

Design and Technology is taught through practical and creative activities that develop pupils' ability to design, make and evaluate products. Children work independently and collaboratively, applying knowledge from across the curriculum.

Learning is adapted to meet the needs of all pupils, including those with SEND and EAL, through appropriate scaffolding, visual support, practical demonstrations, collaborative learning and targeted adult support. Children are encouraged to share ideas, solve problems and evaluate their work using subject-specific vocabulary.

We deliver a bespoke Design and Technology curriculum based on the National Curriculum, ensuring clear progression in knowledge, skills and understanding across all year groups. In EYFS, Design and Technology is taught through Expressive Arts and Design, where children explore, create and solve problems through hands-on experiences and play. Resources and equipment are regularly monitored to support high-quality teaching and learning.

Oracy in Design and Technology

Oracy is an integral part of Design and Technology at Primet Primary School. Pupils are encouraged to use subject-specific vocabulary to discuss ideas, explain design choices, evaluate products and communicate their thinking throughout the design process. Through partner talk, group discussions, presentations and collaborative problem-solving activities, children learn to articulate their opinions clearly, listen respectfully to the views of others and provide constructive feedback. Developing strong oracy skills enables pupils to justify decisions, refine their ideas and work effectively as part of a team.

Health and safety (see also the Health & Safety Policy)

The general teaching requirement for health and safety applies in this subject. Risk assessments are carried out for specific activities that pose a risk.

Roles and Responsibilities

Charlotte Dawson is the subject leader for Design and Technology. It is the subject leader's responsibility to:

- Scrutinise teachers' planners and pupils' work books
- Develop CPD – courses / reading / research – sharing with other staff
- To do audits look for and share good education resources
- Share examples of good practice with other schools.
- Ensure that all necessary and important topics are covered throughout the school year
- Formulate the subject policy with the inclusion of the Intent statement
- Organise resources
- Support staff, especially early career teachers (ECTs)
- Encourage parents to get more involved and engaging them when necessary
- Raise the profile of the subject in the whole school
- Assess teachers' knowledge and subject pedagogy - training
- Liaising teachers and SLT to look at data, such as progress and expectations data, and ensure that progress is on track
- Set targets and create an action plan.

Cat O'Keefe is our Design Technology Specialist in residence and teaches Design Technology across Key stage 1 and 2. She plans and assesses Design technology within this capacity and has joint input and responsibility with some aspects of the subject's leadership.

Assessment and recording

Teachers assess children's work in design and technology by making assessments as they observe them working during lessons. They record the progress that children make by assessing the children's work against the learning objectives for their lessons. This allows the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents.

Monitoring and review

The Design and Technology subject leader is responsible for keeping an overview of the standard of children's work and for the quality of teaching throughout the school. The work of the subject leader also involves supporting colleagues through discussions, lesson observations and feedback on work and book scrutiny. The Design and Technology subject leader conducts pupil discussions to give children a voice for them to express their views and opinions on their Design and Technology lessons. The Design and Technology lead ensures that assessment is done every 10 weeks to provide a clear indication on children's attainment and progression.

Reviewed by Charlotte Dawson 11/11/2026