

Design and Technology Policy

'Love your neighbour as yourself' (Luke 10 v 27)

Intent

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.

National Curriculum 2014

At Temple Ewell CE Primary School we use the National Curriculum for Design and Technology (2014) as the basis of our Design and Technology programme. We are committed to developing the children's key skills and knowledge as well as problem solving skills. Many of the skills and knowledge taught contribute to and enrich other areas of the curriculum.

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.

Implementation

To engage and develop an interest in Design and Technology in our pupils we use a variety of starting points and make sure the project is inspiring and purposeful to our pupils. Design and Technology projects also provide our pupils with key life skills: problem solving skills, resilience, communicating clearly - both orally and written, as well as providing opportunities for working in teams and developing individual responsibility within a collaborative task.

The curriculum is organised as a two year cycle due the mixed aged classes within the school. The skills and knowledge in each area taught are planned to build on the pupils previous learning as well as reinforce the skills and knowledge already learnt.

Equal Opportunities and Inclusion

At Temple Ewell Primary School we are committed to providing all children with an equal entitlement to activities and opportunities regardless of race, gender, culture or class. In our school we aim to meet the need of all our children by providing a variety of approaches to scaffold learning, enabling all to achieve. Teachers use the school's inclusion policy to ensure that a range of strategies are used which includes and motivates all learners, ensuring that optimum progress is made throughout the lesson.

Early Years Foundation Stage

In the Early Years Foundation Stage, Design and Technology is taught across all of the seven areas of learning in the EYFS Framework due to the nature of the subject. Some of the skills developed in the Early Years can be found through communication where they communicate their designs to others and develop their turn taking skills when working with and alongside other children and adults. They will develop both their gross and fine motor skills whilst learning how to use new tools and techniques and how to join different materials whilst also using construction kits of varying sizes indoors and outdoors to develop their imaginative play.

Spiritual Development

In Design and Technology spirituality helps pupils connect emotionally and personally with the world around them by developing a sense of awe and wonder at the design and technology all around them. Spirituality helps pupils connect with the people around them by recognizing, enjoying and celebrating and evaluating personal creativity of themselves and others; which also helps to develop a stronger sense of identity and self worth.

Health and Safety

It is the responsibility of teachers to complete a risk assessment before any practical lessons are undertaken to ensure all children are safe and if there are not enough adults to supervise a practical lesson then another activity should be planned for and delivered. When using sharp knives/ tools children should be with an adult at all times and in a small group – this will be dependent on the age and also the ability of the children to ensure safety of all.

Impact

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. Their progress is monitored through teacher observations of their abilities demonstrated throughout their project. Each term the pupils will complete a targeted task to demonstrate their understanding. Within Design and Technology this will be in the form of their project evaluation where pupils can reflect on the skills they have learnt as well as their successes and challenges and how they would adapt in future projects.

Marking is used to acknowledge achievements and to show the pupils what they need to do in order to improve (in line with the school's Marking Policy).

Role of Subject Leader

To develop and undertake, in conjunction with the Head Teacher, a monitoring schedule for each academic year, including: work scrutiny; planning scrutiny; pupil conferencing and lesson observations to support the development of the teaching and learning of Design and Technology.

Class teachers are responsible for informing the D&T Leader of resources which are required in order to deliver their planned curriculum.

This policy will be reviewed by the D&T subject leader, following discussions with the Head Teacher and other colleagues. Resources, teaching methods and developmental needs will be evaluated. Priorities for in service training and support will be established. Information from this evaluation will form the basis for an action plan which will be fed into the School Improvement Plan.

Date: October 2026

Review: October 2027