



Design and Technology Policy

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1. Vision Statement

At Stanley Crook Primary School, we believe that Design and Technology (DT) is an inspiring, practical and creative subject that enables pupils to become innovative problem-solvers and confident creators. Through designing, making, evaluating and refining products, pupils develop the knowledge, skills and resilience needed to participate successfully in an increasingly technological world. National Curriculum guidance states that DT should enable pupils to design and make products that solve real and relevant problems whilst considering the needs, wants and values of others.

In line with our school vision, DT forms part of our broad, balanced and ambitious curriculum which promotes creativity, independence, resilience and high achievement for all pupils. Our curriculum is enriched through high-quality texts, purposeful practical experiences and meaningful links to real-world contexts, helping pupils understand how design influences everyday life and society. This supports the vision outlined within SC SEF 2026 2027.docx, which emphasises a dynamic, meaningful and reading-rich curriculum that develops lifelong skills and prepares pupils to become successful citizens of the future.

Our mission:

"To try our best, to tell the truth, to look after each other and our community"

underpins all teaching and learning within Design and Technology.

2. Aims

The Design and Technology curriculum aims to ensure that all pupils:

- Develop creative, technical and practical expertise.
- Design and make high-quality products for specific purposes and users.
- Become resilient, resourceful and innovative learners.
- Apply knowledge from mathematics, science, computing, engineering and art.
- Understand the iterative design process.
- Evaluate products critically and suggest improvements.
- Develop practical skills using a range of tools, materials and equipment.
- Understand mechanisms, structures and simple electrical systems.
- Learn about healthy eating, nutrition and food preparation.
- Appreciate the contribution of designers, engineers, inventors and innovators.
- Develop confidence in solving real and relevant problems.

These aims reflect the expectations of the National Curriculum for Design and Technology.

3. Statutory Requirements

Design and Technology is taught in accordance with the National Curriculum for England. Pupils are taught to:

Design

- Investigate and evaluate existing products.
- Generate, develop and communicate ideas.
- Create products for particular purposes and users.

Make

- Select and use appropriate tools and materials.
- Apply practical skills safely and accurately.
- Construct products of increasing quality and complexity.

Evaluate

- Test and refine products.
- Assess products against design criteria.
- Evaluate existing products and inventions.

Technical Knowledge

- Understand structures and mechanisms.
- Develop knowledge of materials and their properties.
- Explore movement, control and functionality.
- Apply electrical and mechanical knowledge where appropriate.

Cooking and Nutrition

- Understand the principles of healthy eating.
- Prepare and cook a variety of predominantly savoury dishes.
- Apply basic food hygiene and safety procedures.

4. Curriculum Intent

Our Design and Technology curriculum has been designed to:

- Provide progressive development of knowledge, skills and vocabulary.
- Promote creativity, innovation and enterprise.
- Encourage pupils to take risks and learn from mistakes.

- Develop resilience and problem-solving skills.
- Strengthen links between design and real-life applications.
- Support pupils in understanding how products are designed and manufactured.
- Promote sustainability and responsible design.
- Develop practical competencies that prepare pupils for future learning.

The curriculum reflects the school's commitment to high expectations, inclusion, personal development and meaningful learning experiences. It contributes directly to wider school priorities of improving outcomes, developing vocabulary, strengthening reading and fostering independence.

5. Curriculum Implementation

DT is taught through carefully sequenced units that develop knowledge and skills progressively from EYFS to Year 6.

Learning is organised around the key strands of:

Designing

Pupils learn to:

- Identify needs and design opportunities.
- Research and evaluate existing products.
- Generate and communicate ideas.
- Develop design criteria.

Making

Pupils learn to:

- Select suitable tools and materials.
- Use equipment safely.
- Develop practical making skills.
- Construct products accurately.

Evaluating

Pupils learn to:

- Test products.
- Reflect on effectiveness.
- Identify strengths and improvements.
- Evaluate products against design criteria.

Technical Knowledge

Pupils learn about:

- Structures
- Mechanisms
- Textiles
- Mechanical systems
- Electrical systems
- Materials and components

Cooking and Nutrition

Pupils learn about:

- Healthy lifestyles
 - Food groups
 - Balanced diets
 - Food preparation
 - Food safety and hygiene
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6. Early Years Foundation Stage

DT learning begins within the EYFS through:

Expressive Arts and Design

and

Understanding the World

Children are given opportunities to:

- Explore materials and construction.
- Create models and structures.
- Solve practical problems.
- Design and make simple products.
- Develop fine motor skills.
- Talk about their creations and improvements.

Learning is practical, exploratory and closely linked to children's interests and experiences.

7. Teaching and Learning

Teachers will:

- Deliver engaging and purposeful learning experiences.
- Provide opportunities for investigation and research.
- Encourage creativity and innovation.
- Explicitly teach technical vocabulary.
- Model practical skills and safe working practices.
- Promote reflection and evaluation throughout projects.
- Build opportunities for revisiting and consolidating previous learning.
- Ensure pupils understand that designing is an iterative process involving testing, adapting and improving ideas.

Teaching follows a sequence of:

Investigate → Design → Make → Evaluate → Improve

to support deep learning and retention.

8. Reading, Vocabulary and Oracy

As part of our reading-rich curriculum, DT contributes to wider literacy development.

Pupils will:

- Study influential designers, inventors and engineers.
- Read design briefs, instructions and product information.
- Access high-quality fiction and non-fiction texts linked to projects.
- Develop subject-specific vocabulary.
- Explain and justify design decisions.
- Present ideas confidently and clearly.

Vocabulary is explicitly taught and revisited throughout the curriculum.

9. Inclusion

At Stanley Crook Primary School we are committed to ensuring that every pupil can access and excel within DT.

In accordance with the:

- SEND Policy

- Equality Information and Objectives
- Accessibility Plan
- Teaching and Learning Policy

teachers will:

- Scaffold learning appropriately.
- Adapt resources and equipment where necessary.
- Provide alternative recording methods.
- Support the development of technical vocabulary.
- Ensure challenge is available for all pupils.
- Maintain high expectations for every learner.

All pupils are encouraged to participate fully and achieve success.

10. Sustainability and Responsible Design

The DT curriculum encourages pupils to consider:

- Environmental impact.
- Sustainable materials.
- Reducing waste.
- Recycling and reusing resources.
- Ethical production.
- Responsible consumption.

Pupils are encouraged to think critically about how design choices can affect individuals, communities and the wider environment.

11. Personal Development and British Values

DT contributes to pupils' personal development through:

- Problem-solving.
- Teamwork.
- Decision-making.
- Creativity.
- Enterprise.
- Resilience.

The subject supports the teaching of British Values by promoting:

- Respect for different ideas and viewpoints.

- Collaboration and teamwork.
 - Responsibility and accountability.
 - Participation in group decision-making.
 - Safe and responsible behaviour.
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12. Health and Safety

Health and safety is paramount within DT.

Teachers will ensure that:

- Risk assessments are carried out where necessary.
- Tools and equipment are used appropriately.
- Food hygiene procedures are followed.
- Relevant allergies and medical needs are considered.
- Pupils receive appropriate safety instruction before practical activities.
- Activities comply with the school's Health and Safety Policy and Supporting Pupils with Medical Conditions Policy.

All staff maintain high standards of supervision during practical activities.

13. Assessment

Assessment is continuous and informs future teaching.

Assessment for Learning

Teachers use:

- Questioning
- Observation
- Discussion
- Practical outcomes
- Retrieval activities
- Design reviews

Assessment of Learning

Assessment focuses upon pupils':

- Design skills
- Practical making skills
- Technical understanding

- Evaluation skills
- Subject vocabulary
- Knowledge retention

Assessment information supports planning, intervention and curriculum development.

14. Monitoring and Evaluation

The Design and Technology Subject Leader will monitor standards through:

- Lesson visits.
- Learning walks.
- Planning scrutiny.
- Work scrutiny.
- Pupil voice.
- Assessment reviews.
- Monitoring of curriculum progression.

Findings inform the DT Action Plan and contribute to wider school improvement priorities.

15. Cultural Capital and Careers

DT provides valuable opportunities for pupils to:

- Explore careers in engineering, manufacturing, architecture, product design, food technology and construction.
- Learn about designers, inventors and engineers who have shaped society.
- Engage with real-world design challenges.
- Understand the role of innovation in improving lives.

These experiences broaden aspirations and support future career awareness.

16. Safeguarding

Safeguarding is embedded throughout the curriculum and is everyone's responsibility. Teaching promotes:

- Safe use of tools and equipment.
- Safe food preparation practices.

- Responsible decision-making.
- Risk awareness.
- Collaboration and respect.

All staff follow the school's safeguarding procedures and statutory guidance at all times.

17. Roles and Responsibilities

Governing Body

The Governing Body will:

- Ensure statutory requirements are met.
- Monitor curriculum provision.
- Support continued improvement.

Headteacher

The Headteacher will:

- Provide strategic leadership.
- Monitor curriculum quality.
- Ensure adequate resources are available.

DT Subject Leader

The Subject Leader will:

- Lead curriculum development.
- Monitor standards and progression.
- Support colleagues.
- Manage resources and equipment.
- Deliver staff training where appropriate.
- Maintain an action plan linked to the School Improvement Plan.

Teachers

Teachers will:

- Deliver high-quality DT lessons.
- Assess pupil progress accurately.
- Maintain safe and effective learning environments.
- Promote enthusiasm and creativity.

18. Linked Policies

This policy should be read in conjunction with:

- Curriculum Policy
- Teaching and Learning Policy
- Assessment Policy
- SEND Policy
- Equality Information and Objectives
- Accessibility Plan
- Health and Safety Policy
- Supporting Pupils with Medical Conditions Policy
- Safeguarding and Child Protection Policy
- Educational Visits Policy
- Behaviour Policy
- Reading Policy
- Online Safety Policy

19. Policy Review

This policy will be reviewed annually by the Design and Technology Subject Leader and Headteacher, or sooner if changes to statutory guidance, curriculum requirements or school priorities require revision.

Stanley Crook Primary School is committed to delivering a Design and Technology curriculum that develops creativity, resilience, innovation and practical skills, enabling all pupils to become confident designers, makers and problem-solvers.