



DESIGN & TECHNOLOGY POLICY



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Author: Mrs K Jones

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*"Small school, big hearts.
Wise, responsible, kind like the Good Samaritan."*

Our Mission Statement

We are a caring, village school which promotes Christian values, where each child receives a high standard of education that is broad, challenging, exciting and encourages creative thinking. We encourage every learner to be the best they can be, to reflect and plan the next steps in their learning journey, demonstrating a respect towards others and contributing to the communities of which they are a part.

Our Vision

Our vision is to nurture unique individuals who are outstanding learners, demonstrating wisdom, responsibility and kindness within their communities. Using the Good Samaritan as our role model, we know that loving others as we are loved is upmost for happy, healthy lives.

Values

Wise - we think wisely and are committed to learning. We relish and retain knowledge and value high standards. We have high expectations, high aspirations and enjoy challenge. Like the wise man who built his house upon the rocks (Matthew 7), we think creatively and use learning to make good decisions. We have firm foundations for our lives.

Responsible – we are responsible for ourselves – our well-being, our behaviour and our learning. We strive to be the best people we can be and the best person for others. We have a responsibility to others inside and out of school and at times need to be patient, tolerant and courageous in demonstrating this. As Noah had to step up when God asked him to, so must we. We are a school family whose strength is in our ability to work together. We know that perseverance and hard work will bring reward and that resilience is about coping with challenges positively.

Kind - we are kind. Through support, nurture and understanding we all flourish. Each one of us is unique – on the outside and inside. We value diversity and respect difference. There are hundreds and thousands, millions of us but God knows everyone and God knows me!

Curriculum Intent

Our curriculum is designed around our Christian values. Each term, we focus on 2 values across the school and develop a working understanding of them through our choice of texts and foundation subject learning, embedding reading and maths at the core. Our approach is to deliver knowledge rich, sequential learning which excites and inspires, provides opportunity for recap and challenge, raises questions for debate, develops learners' confidence and enables independent learning to flourish. High standards, collaboration and valuing individuals' well-being is at the heart of this process. We believe that how we teach is as important as what we teach and that enrichment experiences are an entitlement. We want our curriculum to enable our children to be wise, responsible and kind in line with our school core values.

Curriculum intent

Using knowledge, research and creativity, we want pupils to design and make purposeful products that solve problems within a variety of contexts, considering their own and others' needs. Pupils develop increasingly secure knowledge and practical skills and learn to take appropriate risks, becoming resourceful and innovative. They evaluate existing products and their own work, using this evaluation to improve their designs and outcomes.

Aims

We aim to:

- develop pupils' confidence, creativity and ability to solve problems through designing and making;
- develop progressively the knowledge and practical skills needed to design, make and evaluate purposeful products;
- provide opportunities to investigate and evaluate existing products;
- develop pupils' technical knowledge, including structures, mechanisms, electrical systems and the use of computing where appropriate;
- develop pupils' understanding of cooking, nutrition and where food comes from;
- enable pupils to work both independently and collaboratively;
- ensure that pupils build securely on prior knowledge and skills as they progress through the school.

Approach to Teaching and Learning

Teaching follows the Kapow Primary Design and Technology scheme of work, adapted where appropriate to meet the needs of our mixed-age classes. The National Curriculum programmes of study are mapped across our two-year rolling curriculum to ensure full coverage and clear progression in designing, making, evaluating, technical knowledge and cooking and nutrition.

Pupils are taught specific knowledge, skills and techniques and are given opportunities to apply these through purposeful design and making activities. Key knowledge, skills and vocabulary are identified within curriculum planning so that learning is sequential and pupils build securely on what they have learned before.

In EYFS, children develop the foundations for Design and Technology through purposeful making, construction, exploration of materials, joining and building, using tools safely and evaluating what they have created. Children are encouraged to plan, make choices, solve problems and talk about their creations. These experiences provide the foundations for the knowledge and skills developed further in Key Stage 1.

At KS2, pupils build on and extend the knowledge and skills developed in KS1. Pupils are taught increasingly sophisticated practical skills and techniques and are given opportunities to apply these independently in purposeful projects.

Design and Technology may be taught weekly or in blocks to allow pupils sufficient time to become fully involved in the design and making process and achieve high-quality outcomes. Teaching involves a combination of whole-class, group and individual learning. Learning opportunities include:

Investigative, Disassembly and Evaluative Activities (IDEAs)

These activities provide opportunities for pupils to explore and evaluate existing products and to develop knowledge and understanding which can be applied within a Design and Make Assignment.

Focused Practical Tasks (FPTs)

These provide opportunities for pupils to learn and practise specific knowledge, practical skills, tools and techniques.

Design and Make Assignments (DMAs)

These provide opportunities for pupils to combine and apply their knowledge, skills and understanding to design and make products that meet an identified need. In KS1, DMAs will generally be shorter and less complex. As pupils progress through KS2, their designing and making becomes increasingly sophisticated, detailed and demanding.

Assessment

Assessment in Design and Technology is ongoing and is based on pupils' understanding of the knowledge and skills identified within each unit. Teachers use questioning, discussion, observation of practical work, pupils' designs and evaluations, and completed products to identify what pupils know, understand and can do. Assessment informs future teaching and helps to ensure that pupils build securely on prior learning. Samples of work are photographed and stored in their DT folders.

Resources

Resources are kept in the Art and Technology room. Requests for stock orders need to be made through the school office and are approved by the Headteacher and Subject Lead. Kapow supplies a list of materials needed for each unit of work.

Health and Safety (H&S)

All staff are aware of H&S guidelines. Children work safely in prepared surroundings and are properly supervised during D&T tasks. They are taught the correct use of tools and equipment, and are made aware of the dangers and how to avoid them by working safely.

Food Hygiene

- Adults leading cookery/food preparation lessons require a Food Hygiene Certificate.
- Pupils and staff working with food must wear aprons designated for cooking.

- Painting equipment must be washed in sinks not used for food preparation.
- Jewellery should be removed and hair tied back.

Glue Guns

- **MAY** be used by Key Stage One children **ONLY IF**:
 - appropriate and rigorous risk assessments have been made by the class teacher,
 - in a designated work area,
 - the child has been given and understands how to use the glue gun safely, and
 - there is **1:1 supervision** of the child.
- Key Stage Two children should use glue guns **under supervision**:
 - appropriate and rigorous risk assessments have been made by the class teacher,
 - in a designated work area, and
 - the children have been given and understand how to use the glue gun safely.

Craft Knives

- Craft knives, quick cutters and rotary cutters should only be used by an adult/teacher in KS1.
- KS2 children may use cutting equipment under supervision, using a cutting mat.

Sawing

- Bench hooks and clamps must be used appropriately when sawing materials.
- Appropriate personal protective equipment, including safety goggles where identified by the risk assessment, must be used. Loose clothing must be secured and long hair tied back.

Inclusion and Equal Opportunities

All pupils are entitled to access a broad and ambitious Design and Technology curriculum. Teachers make appropriate adaptations and reasonable adjustments so that pupils with SEND can access learning successfully, while maintaining high expectations. Support, resources and teaching approaches are adapted according to individual need without unnecessarily reducing the intended curriculum.

Monitoring

The DT subject lead monitors the implementation and impact of the curriculum through appropriate activities such as curriculum reviews, discussions with pupils and staff, scrutiny of pupils' work and outcomes, and lesson visits where appropriate. Monitoring is used to identify strengths and priorities for further development and to ensure that pupils build knowledge and skills progressively over time.