



WHERE STARS SHINE

DESIGN & TECHNOLOGY POLICY

Policy Lead Committee: Local Academy Committee **In consultation with:** Senior Leadership Team

Approved by:

R. Johnson, Chair of Committee

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1. Aims and Objectives

Design and technology prepares children to take part in the development of tomorrow's rapidly changing world. Creative thinking encourages children to make positive changes to their quality of life. The subject encourages children to become autonomous and creative problem-solvers, both as individuals and as part of a team. It enables them to identify needs and opportunities and to respond by developing ideas and eventually making products and systems. Through the study of design and technology they combine practical skills with an understanding of aesthetic, social and environmental issues, as well as functions and industrial practices. This allows them to reflect on and evaluate present and past design and technology, its uses and its impacts. Design and technology helps all children to become discriminating and informed consumers and potential innovators.

UNITED NATIONS COVENTION ON THE RIGHTS of the CHILD

ARTICLE 1 Everyone under the age of 18 has all the rights in the Convention

ARTICLE 2 The Convention applies to every child whatever their ethnicity, gender, religion, abilities, whatever they think or say, no matter what type of family they come from.

ARTICLE 4 Governments must do all they can to fulfil the rights of the child.

ARTICLE 28 Education. The child has a right to education, and the State's duty is to ensure that primary education is free and compulsory, to encourage different forms of secondary education accessible to every child, to make higher education available to all on the basis of capacity and to ensure that school discipline is consistent with children's rights and dignity. The State shall engage in international cooperation to implement the right to education.

ARTICLE 29 Education shall aim to develop the child's personality, talents and mental and physical abilities to the fullest extent. Education shall prepare the child for an active adult life in a free society and shall foster in the child respect for his or her parents, for his or her own cultural identity, language and values, and for the cultural background and values of others.

2. P4C

P4C is embedded in Design and Technology through the 4Cs (Creative thinking, Collaborative thinking, Caring thinking and Critical thinking). Pupils are given opportunities to use thinking skills that they have developed in P4C sessions to challenge what they already know and explore more complex ideas further.

3. Children with Special Educational Needs

At Severnbanks Primary School, we recognise that children with identified SEND needs may have strengths in different areas, therefore we strive for them to be included in all areas of the curriculum. We also acknowledge that children with SEND may need differentiated work or



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further support appropriate to their specific needs and ability in order for them to take as full a part as possible in all school activities.

4. Teaching and Learning Style

The school uses a variety of teaching and learning styles in design and technology lessons through the designated scheme. The principal aim is to develop children's knowledge, skills and understanding in design and technology. Teachers ensure that the children apply their knowledge and understanding when developing ideas, planning and making products and then evaluating them. We do this through a mixture of whole-class teaching and individual/group activities. Within lessons, we give children the opportunity both to work on their own and to collaborate with others, listening to other children's ideas and treating these with respect. Children critically evaluate existing products, their own work and that of others. They have the opportunity to use a wide range of materials and resources, including ICT.

In all classes there are children of differing ability. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- setting common tasks that are open-ended and can have a variety of results;
- setting tasks of increasing difficulty where not all children complete all tasks;
- grouping children by ability and setting different tasks for each group;
- providing a range of challenges through the provision of different resources;
- use of additional adults to support the work of individual children or small groups.

5. Design and Technology Curriculum Planning

Design and technology is a foundation subject in the National Curriculum. Our school follows the KAPOW scheme to support the teaching of the National Curriculum. The Design and technology scheme of work aims to inspire pupils to be innovative and creative thinkers who have an appreciation for the product design cycle through ideation, creation, and evaluation.

We want pupils to develop the confidence to take risks, through drafting design concepts, modelling, and testing and to be reflective learners who evaluate their work and the work of others. Through our scheme of work, we aim to build an awareness of the impact of design and technology on our lives and encourage pupils to become resourceful, enterprising citizens who will have the skills to contribute to future design advancements.

Our Design and technology scheme of work enables pupils to meet the end of key stage attainment targets in the National curriculum and the aims also align with those in the National curriculum. EYFS (Reception) units provide opportunities for pupils' to work towards the Development matters statements and the Early Learning Goals.



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We carry out the curriculum planning in design and technology through long-term, and medium term plans. The long-term plan maps out the themes covered in each term during the key stage.

Our medium-term plans give details of each unit of work for each term taken from KAPOW. These plans are being developed to meet the needs of our children. They identify learning objectives and outcomes for each unit, and ensure an appropriate balance and distribution of work across each term. Within these plans, cross-curricular activities are identified and built upon.

Flexibility is allowed in the delivery of the units of design and technology work. These can be planned on a weekly basis or in extended blocked time.

We plan the activities in design and technology so that they build upon the prior learning of the children. We give children of all abilities the opportunity to develop their skills, knowledge and understanding and we also build planned progression into the scheme of work, so that the children are increasingly challenged as they move through the school.

6. Early Years Foundation Stage

We relate the creative development / expressive arts and design of the children to the objectives set out in the Early Years Foundation Stage Framework, which underpin the curriculum planning for children in our school aged three to five. The children's learning includes art, music, dance, role play and imaginative play, and includes technical craft opportunities. The range of experience encourages children to make connections between one area of learning and another and so extends their understanding.

We provide a range of experiences that encourage exploration, observation, problem solving, critical thinking and discussion. These activities, indoors and outdoors, attract the children's interest and curiosity and allow them to build upon what they know.

7. Contribution of D&T to Teaching in Other Curriculum Areas

7.1 English

Design and technology contributes to the teaching of English in our school by providing valuable opportunities to reinforce what the children have been doing during their English lessons. Discussion, drama and role-play are important ways that we now employ for the children to develop an understanding that people have different views about design and technology. The evaluation of products requires children to articulate their ideas and to compare and contrast their views with those of other people. Through discussion children learn to justify their own views and clarify their design ideas.



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7.2 Mathematics

Design and technology contributes to the teaching of Mathematics in our school especially in the area of measurement and data handling. The understanding of shape and space used in a practical situation enhances the real life problem solving area of the mathematical curriculum.

7.3 Information and Communication Technology (ICT)

We use ICT to support design and technology teaching when appropriate. Children use software to enhance their skills in designing and making, and use draw-and-paint programs to model ideas and make repeating patterns. We use computing programmes to produce animations and 3d representation of designs. Children use databases to provide a range of information sources and CD-ROMs/internet to gain access to images of people and environments. The children also use ICT to collect information and to present their designs through draw-and-paint programs.

7.4 Personal, Social and Health Education (PSHE) and Citizenship

Design and technology contributes to the teaching of personal, social and health education and citizenship. We encourage the children to develop a sense of responsibility in following safe procedures when making things. They also learn about health and healthy diets, understanding that many of the foods they eat can be grown in their back gardens. Their work encourages them to be responsible and to set targets to meet deadlines, and they also learn through their understanding of personal hygiene, how to prevent disease from spreading when working with food.

7.5 Spiritual, Moral, Social and Cultural Development

The teaching of design and technology offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Our groupings allow children to work together, and give them the chance to discuss their ideas and feelings about their own work and the work of others. Through their collaborative and co-operative work across a range of activities and experiences in design and technology, the children develop respect for the abilities of other children and a better understanding of themselves. They also develop a respect for the environment, for their own health and safety and for that of others. They develop their cultural awareness and understanding, and they learn to appreciate the value of differences and similarities. A variety of experiences teaches them to appreciate that all people are equally important, and that the needs of individuals are not the same as the needs of groups.



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7.6 Teaching D&T to Children with Special Needs

We teach design and technology to all children, whatever their ability. Design and technology also forms part of our school curriculum policy to provide a broad and balanced education to all children. Teachers provide learning opportunities that are matched to the needs of children with learning difficulties. Design and technology provides particularly strong activities for all children of all abilities to achieve success. Work in design and technology takes into account the targets set for individual children in their My Plans.

8. Assessment and Recording

Teachers assess children's work in design and technology by making assessments as they observe them working during lessons as well as by the outcome and evaluation of products. These observations build a picture of each child's achievements which is reported on the annual report to parents. Photographs of the learning process are an important part of design and technology curriculum and all staff are encouraged to take many during each unit of work.

At the end of each unit, staff use National Curriculum Statements/ objectives on INSIGHT to assess the children; the subject leader and assessment coordinator keep copies of the whole school assessments. The class teacher keeps evidence of the children's work in a portfolio/floor book uploaded to the school database, in the form of children's planning sheets, photographs of the process and photographs of the finished work. This demonstrates what the expected level of achievement is in design and technology in each year of the school. This is monitored by the subject leader.

9. Resources

Our school has a range of resources to support the teaching of design and technology across the school. Classrooms have a range of basic resources, with the more specialised equipment being kept centrally in the 'Top and Middle Corner Room', with knives and other potentially dangerous resources only accessible to adults. There is a designated cooking area in the 'Middle Corner Room' with a fairly comprehensive set of cookery resources.

10. Health and safety

The general teaching requirement for health and safety applies in this subject. We teach children how to follow correct procedures for food safety and hygiene. The health and safety requirements especially in the Food Technology area are taught to the children, regarding sharp implements and hot cooking equipment. (Ref: Health and Safety policy)



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11. Monitoring and Review

The monitoring of the standards of children's work and of the quality of teaching in design and technology is the responsibility of the design and technology subject leader. The work of the subject leader also involves supporting colleagues in the teaching of design and technology, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

The design and technology subject leader informs the Headteacher and the Local Academy Committee annually about the strengths and weaknesses in the subject and indicates areas for further improvement. Pupil conferences are also held periodically to monitor the views and thoughts of children with regards their own learning and identifying new areas that are of interest to them. These meetings form part of the monitoring and review process.

This policy is available on the school website: [Severnbanks Primary School - Policies](#)

Paper copies are available on request from the School Office