Our Lady's RC Primary School

Design and Technology Policy

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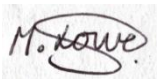
Signed:  (Person Responsible) **Date: 11.12.25**

Signed:  (Headteacher) **Date: 11.12.25**

Signed:  (Chair/Governor) **Date: 11.12.25**

"Learning and loving together; we grow with Jesus"

Our Core Values

Our Mission Statement is:

"**Learning and loving together; we grow with Jesus**"

The Core Values that provide the foundation for that Mission are:

Faithful	***Positive***	***Safe***
Nurturing	***Forgiving***	***Fair***
Respectful	***Honest***	

NURTURE

The School's six nurturing principles sum up our practice and theory. They underpin the context, organisation and curriculum.

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. The importance of nurture for the development of wellbeing
4. Language as a vital means of communication
5. All behaviour is communication
6. The importance of transition in children's lives

Our Mission is represented by this design. As with the statement itself, all stakeholders, developed the logo with the children in particular providing the symbolic ideas of **growth – the tree**, **love – the hearts** and **Christ – the Cross.**

Our Lady's R.C. Primary School – Design Technology Policy

Introduction

Design and technology prepares children to take part in the development of tomorrow's rapidly changing world. 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. There are opportunities 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.

Vision statement

At Our Lady's RC Primary School, the Design Technology curriculum aims to inspire pupils to become creative, imaginative and practical thinkers who are confident in designing and making purposeful products. Through a carefully planned sequence of learning, we teach children to solve real and relevant problems, considering their own and others' needs, wants and values. Our DT curriculum follows the National Curriculum and ensures that all pupils gain the technical knowledge, creative skills and evaluative thinking needed to thrive in an increasingly design-rich world.

Aims and objectives

Through the teaching of Design and Technology the staff at Our Lady's strive:

- to develop imaginative thinking in children and to enable them to talk about what they like and dislike when designing and making;
- to enable children to talk about how things work, and to draw and model their ideas; to encourage children to select appropriate tools and techniques for making a product, whilst following safe procedures;
- to explore attitudes towards the design world and how we live and work within it; to develop an understanding of technological processes, products, and their manufacture, and their contribution to our society;
- to foster enjoyment, satisfaction and purpose in designing and making.

Organisation

Our school uses the National Curriculum of work as the basis for planning and delivering high-quality learning experiences. This is further supported by our Progression of Skills document, which ensures that teaching is carefully sequenced and that children develop their knowledge, skills and understanding in a structured and coherent way.

Our Design Technology curriculum is carefully integrated with the wider topic work in each year group. By linking DT projects to class topics, teachers provide purposeful and meaningful contexts for learning. This approach enables pupils to explore, design, make and evaluate products that are directly connected to their current learning, giving their work relevance and increasing engagement.

We plan DT activities so that they build securely on pupils' prior learning. Teachers revisit and extend skills and concepts to ensure continuity, while also providing opportunities for children to apply learning in new and increasingly challenging ways. All pupils, regardless of ability, are supported in developing their practical capability, creativity and technical understanding. Differentiation and planned progression allow every child to experience success while being appropriately challenged as they move through the school.

SMSC development through Design Technology

Design Technology makes a valuable contribution to pupils' Spiritual, Moral, Social and Cultural (SMSC) development. Through creative design opportunities, children develop a sense of curiosity, imagination and personal expression, fostering spiritual growth as they explore how ideas become real, purposeful products. DT encourages moral development by prompting pupils to consider the impact of their design choices on users, communities and the environment, helping them understand responsibility and ethical decision-making. Collaborative design and making tasks develop social skills such as teamwork, communication, respect for others' ideas and shared problem solving. Cultural development is enriched as pupils learn about designs, materials, foods and technological innovations from different cultures and historical periods, helping them appreciate diversity and global influence. Together, these experiences help shape thoughtful, reflective and responsible young designers.

Teaching and Learning style

The school uses a variety of teaching and learning styles in design and technology lessons. 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. This enables the children to listen to other ideas and treat 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 CAD and robotics.

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:

- Differentiated tasks and outcomes ensure pupils can access the learning at an appropriate level while still being challenged.

- Clear modelling and scaffolded steps help children understand processes, tools and expectations with the support they need to succeed.

- Adaptive tools and resources (e.g., simplified equipment, templates, and visual guides) enable all children to participate safely and confidently.
- Collaborative group work allows pupils to learn from peers, share strengths and develop social and practical skills in supportive teams.

- Targeted adult support and feedback provide guidance, encourage independence and ensure children make progress at their own pace.

Inclusion

At our school, we teach Design and Technology to all children, regardless of ability. Design and Technology forms part of our whole-school commitment to providing a broad and balanced curriculum for every pupil. Through our teaching, we offer learning opportunities that enable all children to make progress by setting appropriately challenging tasks and responding effectively to individual needs. Our Progression of Skills document supports staff in differentiating for pupils of all abilities, ensuring full participation in lessons while providing options to adjust expectations in line with each child's needs.

Progression

Successful progression of knowledge and skills is documented in the Design Technology Curriculum Overview and Progression of Skills document, which can be accessed on the school website.

Resources

Our school has a wide range of resources to support the teaching of design and technology and are continually improving, renewing and recycling resources to utilise within our projects. Most of these resources are stored in our Art and DT Cupboard in KS1. We also have access to CAD using our school iPad's and we have access to robotics e.g. VEX kits and Crumble.

Health and safety

Children are taught how to handle tools, equipment and materials safely, with clear demonstrations and age-appropriate guidance provided before any practical activity begins. Pupils are supervised closely at all times, especially when using sharp tools, electrical components or heat sources, and they are expected to follow safety rules and keeping their work area tidy. Hygiene procedures, particularly during cooking and nutrition lessons, are strictly followed, including handwashing, safe food handling and proper cleaning of equipment.

Assessment

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. At the end of a unit of work, teachers record children's attainment in our whole school assessment tool on Arbor.

Monitoring and review

The role of a Design Technology subject leader in monitoring and reviewing the subject is to ensure that the curriculum is taught effectively, consistently and in line with school and national expectations. This includes monitoring planning, teaching and learning to check that DT coverage, progression and challenge are appropriate for all year groups. The subject leader reviews pupils' work, gathers evidence and has discussions with staff evaluate the quality of learning. Each year, they meet with their subject Governor to identify strengths and areas for development and use this to inform future planning and support members of staff.