

Hose Church of England Primary School



Design and Technology Policy

"Whatever you do, work at it with all your heart" Colossians 3.23.

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Values

We give our children the chance to develop culturally, emotionally, intellectually, socially and spiritually so that they might prosper and flourish in all that they do.

The purpose of our curriculum at Hose Church of England Primary School is to open the door to the world beyond our village for our children. We aspire for our children to leave Hose full of knowledge and wonder for the world they live in and to be ready to take on challenges with confidence and pride. We believe that Design and Technology is a vital part of a well-rounded education, providing opportunities to design and make products and solve real and relevant problems across a range of practical contexts. Our Design and Technology Curriculum draws on a range of other disciplines such as mathematics, computing and art across the units of work planned. The 2014 National Curriculum for Design and Technology sets out clear expectations for what should be taught. This policy outlines how Design and Technology is taught and assessed at our school, in line with the expectations set by [Ofsted](#).

Aims and Objectives

At Hose Church of England Primary School, we aim to offer a balanced and broad curriculum which enables pupils to:

- Encouraging innovation and creativity through design and technology.
- Developing a critical understanding of the impact of design and technology on daily life and the wider world.
- To develop the creative, technical, and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.
- To 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.
- To critique, evaluate, and test their ideas and products and the work of others.

National Curriculum Aims

The National Curriculum (2014) 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.

Curriculum Provision

To achieve the aims of our curriculum, we have chosen to follow the Kapow Primary Design and Technology scheme. The curriculum is organised around six key areas:

- Structures
- Mechanisms

- Textiles
- Electrical Systems
- Digital World
- Cooking and Nutrition

Each unit in our long-term plan has been chosen to ensure these key areas are revisited, ensuring knowledge and skills are built on as children progress through school. The curriculum is further organised by four key strands which are taught across all of the six key areas. These are:

- Design
- Make
- Evaluate
- Technical Knowledge

Our Design and Technology curriculum is designed to build on prior knowledge while introducing more complex skills and concepts at each stage. Each year builds upon the last, ensuring steady academic and practical progression related to real-world applications.

Design and Technology is ideally placed to link with numerous other subjects, including science (materials, electronics), maths (measurements, proportions), and art (aesthetics, design principles). Such interdisciplinary links not only enrich the DT curriculum but also deepen students' understanding and application of the concepts learned.

Teaching and Learning

- In KS1 and KS2 Design Technology is taught weekly, alternated in half-term blocks with Art.
- In EYFS, curriculum links have been identified and opportunities to develop design and technology skills and understanding are built into learning opportunities and continuous provision.
- Each taught unit has opportunities for children to develop their technical knowledge as well as their design, making and evaluating skills.
- Lessons are interactive and engaging and utilise a range of teaching methods to meet the needs of the range of learners in our mixed age classes.

Equal Opportunities

Each child is recognised as an individual in our learning community and adaptations will always be made to support every child to thrive. We will therefore adapt and ensure that:

- All pupils, including those with SEND, will have access to a broad and balanced Design and Technology curriculum.
- Design and Technology is taught in a way that respects and values the diversity of our school community and allows children to learn about life beyond the village's doors.
- Adaptive teaching approaches are utilised in all lessons to provide appropriate levels of support and to ensure all pupils can make progress.
- The curriculum is inclusive and accessible to all pupils, regardless of their background or ability.

Resources and Enrichment

- Maintain a well-equipped selection of age appropriate tools and resources to enhance teaching and learning in Design and Technology.
- Ensure resources are audited regularly for safety, functionality and relevance to the curriculum.
- Risk assessments take place for relevant activities and use of tools / equipment prior to teaching.
- Pupils are taught about the importance of health and safety within relevant Design and Technology units, encompassing safe practices and any appropriate emergency procedures.

Assessment and Feedback

- Regular formative assessment is used to track pupils' progress in Design and Technology knowledge and skills and support adaptive teaching.
- Verbal feedback will be specific, timely and actionable.
- ➔ Further information on assessment and feedback can be found in the Marking and Feedback Policy.

Monitoring and Evaluation

The Subject Leader is responsible for monitoring the quality of teaching and learning in Design and Technology, as well as the effectiveness of the curriculum implementation. This includes through the use of lesson visits, discussions with pupils and book-looks. Regular reviews of the curriculum ensure that it remains relevant, engaging and continues to fulfil the curriculum aims.

Summary of Expectations from Ofsted

- 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.