



DT Policy

‘Growing in Faith and Learning’.

Curriculum Intent - Design Technology

Our intent is for Design and Technology to be an inspiring, practical subject where pupils are encouraged to use their imagination to design and make products fit to solve real life problems, whilst considering the wants and needs of themselves and others.

Cross-curricular links, particularly with maths, science, computing and art allow children to develop and use skills they have learnt in other areas of the curriculum, giving learning value and context. Throughout projects, children are encouraged to take risks, be creative, use innovative ideas and develop their enterprise skills. Through evaluation of designs and current technologies, we aim for the children to develop a critical understanding of how design and technology affects upon daily life and the wider world, studying key designers and be inspired by their works.

Our School Vision

Our vision is to be an Outstanding church school, guided by God, where learning is irresistible, achievement for all is high and pupils leave us successful learners, happy confident individuals and caring responsible citizens excited by challenge change and possibility.

A Introduction

This policy outlines the learning and teaching, organisation and management of Design and Technology at St. Leonard's C of E (A) Primary School.

The policy has been drawn up as a result of staff discussion and has the full agreement of the Governing Body. The implementation of this policy is the responsibility of all the teaching staff.

Our curriculum offers a broad and balanced approach, promoting and developing pupil's English and Mathematics skills across the curriculum to support their acquisition of knowledge. It also enables pupils to apply their skills in a range of purposeful and relevant ways.

Fluency in the English language and effective communication is an essential foundation for success in all subjects. Our curriculum promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society and prepares pupils for the opportunities, responsibilities and experiences of later life. Our curriculum drivers: Hope, Wisdom, Dignity and Community underpin our curriculum to make it relevant, purposeful and engaging for our pupils as well as promoting the Church of England's vision for Education.

At, St. Leonard's our Design and Technology curriculum follows the projects outlined by the Design and Technology Association, which is fully in line with the expectations of the National Curriculum 2014. We run a rolling programme of projects, over two years, that are carefully mapped out to ensure the different aspects of design and technology are covered in full. As we have mixed-age classes, our curriculum map is centered around Early Years, KS1, Lower KS2 and Upper KS2. Classes complete a project each term, with the projects carefully mapped out for progression of knowledge, skills and coverage.

B Purpose

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

C Aims

The National Curriculum 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.

D Characteristics of effective learning

- Significant levels of originality and the willingness to take creative risks to produce innovative ideas and prototypes.
- An excellent attitude to learning and independent working.
- The ability to use time efficiently and work constructively and productively with others.
- The ability to carry out thorough research, show initiative and ask questions to develop an exceptionally detailed knowledge of users' needs.
- The ability to act as responsible designers and makers, working ethically, using finite materials carefully and working safely.
- A thorough knowledge of which tools, equipment and materials to use to make their products.
- The ability to apply mathematical knowledge.
- The ability to manage risks exceptionally well to manufacture products safely and hygienically.
- A passion for the subject and knowledge of, up-to-date technological innovations in materials, products and systems.

E Progression of skills and Assessment

For each project that is taught, the skills have been carefully mapped out into our progression grids, which can be found on the Design and Technology area of the website. These show the development of the different disciplines and skills over the different years in their primary journey.

Assessment in design and technology is carried out at the end of a term, with teachers using the children's classwork and progression grids to determine the level awarded on our tracking system: Sonar. Teachers use the project planners from the Design and Technology Association to teach the skills and knowledge, and they then use the children's final piece, along with their star evaluation, to determine the final assessment grade – based on their skills and knowledge displayed.

In Sonar, judgements are made as SB (Significantly Below), B, (Below), JA (Just at Expected), At (Securely At Expected), A (Above Expected) or GD (Greater Depth).

Support and challenge

Should children require extra support to access the design and technology curriculum, extra provision and assistance will be put into place. Teachers should refer to children's individualised IEPs or EHCPs to determine what support is needed for each child in their class. Work will be differentiated for pupils if needed.

F Role of the Coordinator

- Write, implement and review subject leader plans.
- Ensure teachers are familiar with the National Curriculum and help them to plan lessons and keep an overview of the long-term Curriculum Map and progression of skills for their subject.
- Lead by example in the way they teach in their own classroom and teach demonstration lesson.
- Keep up to date with the National Agenda and prepare, organise and lead training, with the support of the Headteacher (when required)
- Monitor standards of learning and teaching (through lesson observation, work trawls, pupil interviews) with a view to identifying the support they need.
- Monitor and moderate assessments and keep an overview of standards and identifying target areas for improvement.
- Audit and order resources.

G Health and Safety

- A generic DT risk assessment is in place and all staff have read the latest version .
- CLEAPPS <https://primary.cleapss.org.uk/Resources/Doing-Things-Safely/> has been used by Co-ordinator for guidance
- All staff are to see the Design and Technology Lead (Laura Cooke) for any other information.

Signed

Coordinator: *Laura Cooke*

Dated: 5th February 2026