Aspiration and Achievement for All

Design and Technology Policy 2025

Adopted by the Senior Leadership Teams of

New Road and Park Lane Primary and Nursery Schools

Aspire Learning Trust

on 16th June 2025

Design and technology Policy

The subject leaders for design and technology are Miss Whitehand (New Road Primary and Nursery School); Miss Jones (Park Lane Primary and Nursery School).

Aims and Objectives

We aim to deliver a high-quality Design and Technology education that fosters creativity, problem-solving, and independent thinking. We believe that Design and Technology is a vital part of the curriculum as it allows pupils to explore, innovate, and develop essential life skills.

Our intent is to inspire pupils to design and make products that respond to real-world problems and to foster critical thinking through evaluation and experimentation.

We recognise the significance of Design and Technology as an academic discipline that encourages students to apply knowledge from across the curriculum, particularly science, art, and mathematics. This policy outlines our commitment to ensuring that pupils are equipped with the skills, knowledge, and understanding to succeed as confident creators and innovators.

Our Intent:

- Equip pupils with the ability to use a range of materials, tools, and techniques.
- Develop skills in evaluating and improving products.
- Promote problem-solving and critical thinking through design challenges.
- Encourage creativity and independent learning through hands-on experience. Introduce pupils to a variety of career opportunities within Design and Technology.
- Ensure that pupils can consider the impact of design on the environment and society.

Design and technology Curriculum Planning

(Please also refer to the School's Curriculum Policy)

We use the national curriculum scheme of work for design and technology as the basis for our curriculum planning in design and technology and have related this to the local context. Our curriculum planning is in three phases (long-term, medium-term, and short-term). Revising and consolidating skills helps children to build upon prior knowledge before introducing new vocabulary and challenge. Provision for design and technology activities is part of the overall topic planning completed for each class termly.

The subject leader for design and technology oversees the curriculum coverage and ensures that requirements are met. We plan the topics in design and technology so that they build upon prior learning. Children of all abilities have the opportunity to develop their skills and knowledge in each unit and, through planned progression built into the scheme of work, we offer them an increasing challenge as they move through the school.

Each unit of learning contains clearly defined knowledge that children will learn. In addition to what we would like the children to know we also provide opportunities for children to apply knowledge skilfully. This is detailed in our progression of skills document for design and technology.

Curriculum Overview

EYFS

In Reception, Design & Technology is taught as an integral part of topic work covered during the year. In the EYFS, Design & Technology is about the children having the opportunities to find out and learn about the world they live in and discover the meaning of new and old in relation to their own lives. The Design & Technology side of the children's work is related to the Knowledge and Understanding of the World, Expressive Arts & Design ELG: Creating with Materials objectives set out in the EYFS Curriculum.

Key Stage 1

During Years 1 and 2, pupils will be taught to:

• Use a range of materials to design and make products.

• Explore the properties of materials and select appropriate tools for tasks.

• Design purposeful, functional, and appealing products.

• Use basic tools and equipment to perform practical tasks.

• Evaluate ideas and products against design criteria.

• Work safely with a variety of tools and materials.

Key Stage 2

During Years 3-6, pupils will be taught to:

• Apply a wider range of techniques and skills when making products.

• Use research and exploration to identify and understand design problems.

• Use computer-aided design (CAD) and other technologies to develop solutions. •

Evaluate products and consider their effectiveness, sustainability, and functionality.

• Understand the principles of healthy eating and nutrition.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS		**Cooking and Nutrition Unit** Designing and Making a new chocolate Bar		**Construction Unit** Make a waterproof hat		**Construction Unit 2** Make a Toy
Year 1	**Construction Unit 1** Make a Butter Cross		**Cooking and Nutrition Unit** Making Bread		**Construction Unit 2** Make a Portable Sun Dial	
Year 2	**Construction Unit 1** High Street Modelling: Bus Stops and Shop Fronts		**Cooking and Nutrition Unit** Making a Traditional Polynesian Dish		**Construction Unit 2** Make a Moon Buggy	
Year 3		**Construction Unit 1** Make a pyramid with a hidden chamber		**Construction Unit 2** Make a lollipop stick causeway bridge		**Cooking and Nutrition Unit** Making healthy low sugar, fruit cookies
Year 4		**Cooking and Nutrition Unit** Make Greek Red lentil soup		**Construction Unit 1** Make a pneumatic rocket		**Construction Unit 2** Make Medieval Trebuchets, siege tower and Marshmallow launchers
Year 5		**Construction Unit 1** Make an Archimedes screw		**Construction Unit 2** Lever and Pulley Project		**Cooking and Nutrition Unit** Make a Civil War Cambridge Pudding
Year 6	**Cooking and Nutrition Unit** Cooking with Spices: Chaat and Indian street foods.		**Construction Unit 1** Powered wheeled vehicles		**Construction Unit 2** Design and make own wind turbine	

Teaching

Design and technology teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary sources. Where appropriate, children are given the opportunity to visit sites of historical significance. We encourage visitors to come into the school and talk about their experiences of events in the past. We recognise and value the importance of stories in design and technology teaching and we regard this as an important way of stimulating interest in the past. We focus on helping children understand that historical events can be interpreted in different ways and that they are encouraged to ask searching questions.

We use the three components of an explicit teaching approach to ensure that all children learn in a clear and supported manner (see Teaching and Learning Policy).

Explicit teaching often follows the "I do, we do, you do" framework. This structured approach ensures that teaching progresses systematically:

1. **I do:** The teacher demonstrates a skill or concept, making their thinking process visible to the class.
2. **We do:** The teacher and students practise together, guided by the teacher.
3. **You do:** Students practise independently, applying what they've learnt.

Health and Safety

Appropriate risk assessments will be conducted for design and technology lessons – control measures will be implemented to ensure activities can be undertaken safely. PPE, such as gloves and eye protection, will be made available to all pupils and teachers where required. Pupils will be taught how to tools and equipment appropriately. All tools and equipment will be locked in the resource cupboard at the end of each day.

Assessment for Learning

Assessment is regarded as an integral part of teaching and learning and is a continuous process. It is the responsibility of the class teacher to assess the progress of individual children. Assessment is built into design and technology throughout the lesson. There is planned opportunity for day-to-day assessment against clear intended learning outcomes.

Individual attainment in design and technology is assessed by class teachers using our school marking policy, to maintain lesson by lesson feedback and understand next steps to be built on and where individual needs sit. Teachers will also use assessment sheets/quizzes at the end of each unit to give a basic assessment of what has been learnt.

Pupils will be assessed through a combination of:

• Formative assessment during practical tasks.

• Peer and self-assessment of designs.

• Teacher feedback on design proposals and final products.

Monitoring and Review

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

After monitoring either the books or the medium-term planning, the subject leader presents the Headteacher with a report which evaluates strengths and weaknesses as well as indicating areas for further improvement. The subject leader also undertakes lesson observations, giving personalised

feedback and pointers for improvements when required. This policy will be reviewed at least every two years

Review of the Policy

The policy will be reviewed within the cycle of the School Development Plan. Alterations and amendments will be incorporated into a revised policy based on the review.