St Bernadette's Catholic Primary School
Policy for Design Technology
October 2025

The Mission for St Bernadette's Catholic Primary School is

'to ensure a loving and faithful learning community in which our children can become the person God created them to be. A community where we celebrate the dignity, worth and uniqueness of every individual. Where we grow and learn together with joy, in the love of Jesus. In this love, we strive to be courageous stewards of creation.'

Therefore, the full implementation of our Design Technology Policy plays an important part in enabling us to strive towards achieving this mission for all the children in our care.

Intent

We believe that Design Technology (DT) prepares pupils to participate in tomorrow's rapidly changing technologies. It involves children in learning about the world we live in and developing a wide range of skills through designing and making. It helps children to learn vital skills such as how to think through problems creatively, how to organise themselves and how to work with knowledge and practical skills to bring about change and to shape the environment. As they do so, they reflect on and evaluate present and past design technology, its uses and effects.

"Through design technology, all pupils can become discriminating and informed users of products and become innovators."

Good quality exposure to design technology opportunities gives children the chance to express themselves creatively, which contributes to their emotional well-being and fosters an awareness of a sense of wonder. It enables them to enjoy and engage in learning through new modes of personal expression. Design technology contributes towards personal growth, and an emphasis on chances to cultivate creativity will develop skills that compliment other learning areas. Our Design Technology curriculum is designed to help pupils to become creative thinkers, whilst giving them time to master the skills needed to express their creativity practically. The aim is to inspire pupils and develop their confidence in experimenting and creating their own designs. To build their confidence in taking design risks. To use the opportunities presented by the curriculum to become reflective learners who can evaluate their own work and the work of others, respectfully and effectively.

Implementation

Our curriculum design is based on the National Curriculum. We have adopted and adapted the Kapow scheme of work to meet the requirements of our curriculum intent and the needs of learners. Design Technology is an inspiring and practical subject and within the DT curriculum, the children use creativity and imagination to 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 will acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils will learn how to take risks, become resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present technology, they will 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.

We specifically aim 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.

The Design and Technology National Curriculum outline the three main stages of the design process: design, make and evaluate. Each stage of the design process is underpinned by technical knowledge which encompasses the contextual, historical, and technical understanding required for each strand. Cooking and nutrition* has a separate section, with a focus on specific principles, skills and techniques in food, including where food comes from, diet and seasonality.

The National curriculum organises the Design and technology attainment targets under four subheadings:

Design, Make, Evaluate, and Technical Knowledge.

Kapow Primary's Design and technology scheme has a clear progression of skills and knowledge within these strands and key areas across each year group.

Through Kapow Primary's Design and technology scheme, pupils respond to design briefs and scenarios that require consideration of the needs of others, developing their skills in key areas. Each key area follows the design process (design, make and evaluate) and has a particular theme and focus from the technical knowledge or cooking and nutrition section of the curriculum. Lessons incorporate a range of teaching strategies from independent tasks, paired and group work including practical hands-on, computer-based and inventive tasks. This variety means that lessons are engaging and appeal to those with a variety of learning styles. Adaptation guidance is available for every lesson to ensure that lessons can be accessed by all pupils and opportunities to stretch pupils' learning are available when required. Knowledge organisers for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts and vocabulary.

Strong subject knowledge is vital for staff to be able to deliver a highly effective and robust Design and Technology Curriculum. Each unit of lessons includes multiple teacher videos to develop subject knowledge and support ongoing CPD.

Using the curriculum guidance for the Foundation Stage we provide opportunities for children to:
develop a curiosity and interest in the world through investigating, talking and asking questions about familiar products;

- develop confidence and enthusiasm through frequent exploration of construction kits to build and construct objects, and activities for exploring joining, assembling and shaping materials to make products;
- extend their vocabulary through talking and explaining about their designing and making products.

Access to the design and technology curriculum is the right of all our children and we apply the principles of equal opportunity in provision. We recognise the significant impact that this learning can have on a child and their understanding of the world around them, which is why Design Technology is taught discreetly in weekly lessons for 3 half terms a year, alternating between design technology and art and design. During this time pupils can readily access the previous learning and have time to develop their skills and explore their own creativity.

Planning, accessed through the Kapow scheme of work, has been adapted and organised to ensure that the subject is specific whilst allowing for cross-curricular links to be made where appropriate, which enhances the overall learning process. Topics are fully scaffolded and sequenced learning to support pupils to explore their own creativity through independently making their own creative choices and decisions,

justified by the high levels of knowledge gained. Lessons are practical in nature and differentiated guidance ensures that lessons can be accessed and enjoyed by all pupils and opportunities to stretch pupils' learning are available when required. Topics are also designed to build knowledge of techniques learned, including the skills processes, key facts and vocabulary.

Impact

The learning outcomes in each unit show how children may demonstrate what they have learnt. Pupils should be involved in actively evaluating their own work and thinking of possible improvements. The actual work produced will serve as a record of the achievement. Teachers use both formative and summative assessment to record pupil attainment, assessed against unit objectives. Photographs of work samples, lesson observations and pupil questionnaires enable the subject lead to monitor and evaluate the effectiveness of the curriculum and amend as required.

Monitoring is carried out by the subject leader in the following ways:

- Informal discussion with staff and pupils
- Work sampling
- Classroom observation

It is the responsibility of the SLT to monitor the standards of children's work and the quality of teaching in DT and they work closely with the DT Lead. The Subject Lead is also responsible for supporting colleagues in the teaching of DT, for being informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school. Regular reviews of the curriculum and resources will be conducted to ensure they meet the needs of all pupils.

Inclusion

All pupils shall have the opportunity to access to the DT programme of study that satisfies the National Curriculum 2014 requirements. It is important for all children to experience a range of DT activities in ways that are appropriate to their needs and abilities. St Bernadette's promotes equal opportunities, and we aim to meet the needs of all our children by providing adaptations in DT teaching and learning. We ensure this by providing a variety of approaches and adapted tasks appropriate to the needs of all learners. Some children may require closer supervision and more adult support to allow them to progress whilst others will be extended through adapted and extended activities.

Health & Safety

Teachers will always teach the safe use of tools and equipment and insist on good practice. Children will be taught how to take steps to control risks. Risk assessments will be noted on planning and evaluated as/when required.

Signed: ..... (Design Technology Subject Leader)

..... (Headteacher)

Reviewed October 2025
Next Review October 2027 or earlier if required.