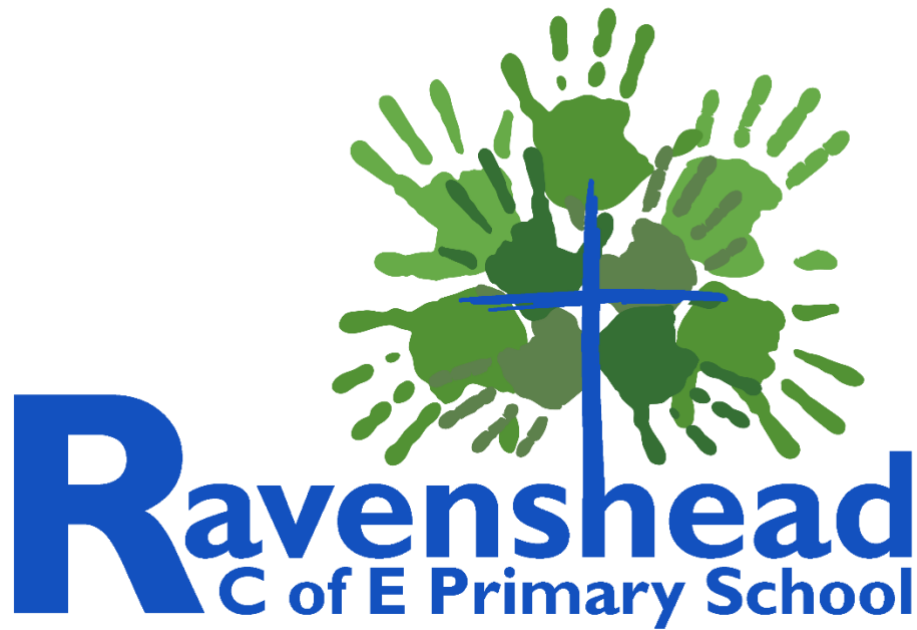




Design Technology

This policy was updated:	September 2025
This policy will be reviewed:	September 2026
Statutory policy:	Yes.
Source:	School

Our School Vision

Our school vision is based on the theme of '**Taking Care**'. We strive to encourage our children, staff and wider community to 'take care' of one another through the core Christian Values of:

Kindness, Hope, Courage and **Respect**.

Our vision is inspired by the words in Corinthians:

"Let love and kindness be the motivation behind all that you do."

(1 Corinthians 16.14)

Ravenshead C of E Primary School is committed to valuing diversity and to equality of opportunity. In biblical tradition, children in particular are seen to hold a special place in the priorities of God. Furthermore, we hold to the foundational belief that all people are created in God's image and are intrinsically valuable. Everyone should be treated as fundamentally precious, irrespective of behaviour, achievements or potential.

Therefore, we aim to create and promote an environment in which pupils, parents/carers and staff are treated fairly and with respect and feel able to contribute to the best of their abilities. The school's biblical foundation provides a model of Christian community described as the 'body of Christ', in which everyone has a part to play, and everyone without exception has God-given gifts which are to be used for the benefit of others.

Design and Technology Vision

Every pupil is entitled to become a confident and competent user of design and technology. Every learner has the opportunity to develop and practice their design and technology skills.

Why is Design Technology important?

Design technology helps us to develop as reflective learners, as we work through the design process. Through design technology, we are able to work collaboratively to solve problems and find solutions, teaching us to deal with uncertainty whilst developing communication, we learn to appreciate the needs of others, the built environment and the likely impact of future technologies.

Aims

All children will be given the opportunity to:

- 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 works of others.
- Understand and apply the principles of nutrition and learn how to cook.

When is Design technology taught?

Design Technology is taught both discretely (focused tasks / design / make /evaluate assignments) and through thematic units. These themes are mapped out through the Ravenshead C of E long term plan in section 2 of the leadership file. Focused tasks are planned in and across each phase of our curriculum.

How is Design technology taught?

Design technology is taught through a combination of subject knowledge, skill building and design and make projects. Food technology is also taught through thematic units and our 3D PSHE programme. Learning takes place both inside and outside the classroom.

What do we learn in Design Technology?

We learn about:-

Food

Structures

Textiles

Technical skills: mechanisms and mechanical systems

Technical skills: electrical systems

Technical skills: computing

Inclusion

All learning opportunities will respond to an individual child's needs. A flexible approach will allow for those that are working below the expected ability of the class and for those that require SEND support. Children who are deemed to be achieving beyond the class standard will be set suitable challenges.

Teaching and Learning

EYFS

DT is taught through play opportunities within the environment linking to Expressive Arts and Design, Physical Development and Understanding the World.

Key Stage 1

DT in KS1 will be taught as part of the thematic units in the DT long term plan curriculum, with links to other subjects. KS1 children will be taught:

- Design: to design functional and attractive products to appeal not only to themselves, but also to other identified users.
- Make: to select and use a range of tools and materials.
- Evaluate: to evaluate their own designs against the design criteria and to evaluate existing products.
- Technical Knowledge: to build structures, exploring how they can be made stronger, stiffer and more stable and explore and use mechanisms (for example, levers, sliders, wheels and axles), in their products.
- Cooking and nutrition: to understand where food comes from and the basic principles of a healthy and varied diet. To design and prepare dishes based on this knowledge.

Key Stage 2

It is intended that work of Key stage 2 will be on, and develop the skills learned in Key Stage 1. Children will be taught skills and knowledge needed to successfully design and make and evaluate their work.

- Design: to carry out research of existing products. To develop design criteria in order to produce a product which is fit for purpose and aimed at a specific group of people.
- Make: to select and use a range of tools and materials, taking into account their product's functional and aesthetic qualities.
- Evaluate: to evaluate existing products, their own work and the work of others in order to improve their design. To have an understanding of how designers and their products have helped to shape the world.
- Technical Knowledge: to apply their understanding of how to strengthen, stiffen and reinforce more complex structures, understand and use mechanical systems in their products, understand and use electrical systems in their products and apply their understanding of computing to program, monitor and control their products.
- Cooking and nutrition: to have an understanding of the seasonal nature of foods, and where and how it is produced. To understand what it means to have a healthy diet. To cook and prepare a range of predominantly savoury foods using a range of techniques.

Resources

The Design and technology subject leader is responsible for discussing resource needs with teachers which will be linked to the DT curriculum where applicable. We also complete design technology projects in each phase through some of the year group topics, allowing pupils the opportunity to both experiment and apply their knowledge and skills.

Hygiene, Health and Safety

Because children may be using tools and materials that could possibly present a hazard if used incorrectly, children will be taught to use the correct methods and will be encouraged to recognise the risks involved. Teachers will promote these in order to ensure the health and safety of their pupils. Children will also be taught the necessity of looking after equipment, by using it correctly and keeping it clean and tidy.

Display

The purpose of display is to:

- Value work especially if the work is put up by or with the child present.
- Provide a stimulating and interesting working atmosphere, where design and technology is valued.
- Show good presentation and a standard to aim for.
- Motivate children.
- Promote self-esteem and boost confidence.
- Give information around a topic.
- Give a point of reference.
- Set agendas and ethos of teacher requirements.
- Make a pleasant environment to work in.

Monitoring and Reporting

The Design and technology subject leader will be responsible for the monitoring and evaluating of Design and Technology planning, teaching and work throughout the school reviewing this policy. The Design and Technology subject leader will carry out monitoring which may include:

- Interviewing children to discover their perceptions of the subject.
- Work / planning sampling and scrutiny to ensure coverage and progression throughout the school.
- To carry out learning walks to ensure the learning matches the planning.

Assessment and Recording

Teachers will look at the national curriculum assessment statements for the academic year. These will inform your judgements.

During Assessment Week at the end of each term, the teacher will complete assessments for Design technology. The teacher judgements will be recorded on insight.

Assessment judgements are:

- Working towards ARE
- Just below ARE
- ARE
- Exceeding ARE

At the end of the Term, the Head Teacher will extract all Data overviews and share these with subject leaders.

The subject is monitored by the subject leader through planning scrutiny, learning walks, book looks and pupil voice interviews and/or questionnaires. The subject leader uses this information alongside details provided by class teachers to ascertain whether children are below expectations, meeting expectations or exceeding expectations within each year group. This is kept as a percentage figure for each year group.