Brunshaw Primary School

'Inspiring children to be resilient and aspirational learners, within a positive and considerate community.'

Design Technology Policy

May 2026

Agreed by Governors: 27/03/2026

DESIGN AND TECHNOLOGY POLICY

Statement

This policy reflects the school values and philosophy in relation to the teaching and learning of Design and Technology. The policy sets out a framework with which the teaching and non-teaching staff can operate and gives guidance on planning, teaching and assessment.

This document is intended for:

- All teaching staff and pupils
- School governors
- Parents
- Inspection teams
- L.E.A. advisor/inspector

Copies of the document are provided to teaching staff and governors. A statement communicating the general aims of the subject can be found in the school brochure and copies of the document are available, on request, from the Headteacher.

1. Aims and objectives

1.1 Design and technology prepares children to take part in the development of tomorrow's rapidly changing world. Creative thinking encourages children to make positive changes to their quality of life. The subject encourages children to become autonomous and creative problem-solvers, both as individuals and as part of a team. It enables them to identify needs and opportunities and to respond by developing ideas and eventually making products and systems. Through the study of design and technology they combine practical skills with an understanding of aesthetic, social and environmental issues, as well as functions and industrial practices. This allows them to reflect on and evaluate present and past design and technology, its uses and its impacts. Design and technology helps all children to become informed consumers and potential innovators.

1.2 The aims of design and technology are:

- to develop imaginative thinking in children and to enable them to talk about what they like and dislike when designing and making;
- to enable children to talk about how things work, and to draw and model their ideas;
- to encourage children to select appropriate tools and techniques for making a product, whilst following safe procedures;
- to explore attitudes towards the made world and how we live and work within it;
- to develop an understanding of technological processes, products, and their manufacture, and their contribution to our society;
- to foster enjoyment, satisfaction and purpose in designing and making.

2. Teaching and learning style

2.1 The school uses a variety of teaching and learning styles in design and technology lessons. The principal aim is to develop children's knowledge, skills and understanding in design and technology. Teachers ensure that the children apply their knowledge and understanding when developing ideas, planning and making products and then evaluating them. We do this through a mixture of whole-class teaching and individual/group activities. Within lessons, we give children the opportunity both to work on their own and to collaborate with others, listening to other children's ideas and treating these with respect. Children critically evaluate existing products, their own work and that of others. They have the

opportunity to use a wide range of materials and resources, including ICT.

2.2 In all classes there are children of differing ability. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- setting common tasks that are open-ended and can have a variety of results;
- setting tasks of increasing difficulty where not all children complete all tasks;
- grouping children by ability and setting different tasks for each group;
- providing a range of challenges through the provision of different resources;
- using additional adults to support the work of individual children or small groups;
- giving alternative options and skill focuses within sessions.

3. Design and technology curriculum planning

3.1 Design and technology is a foundation subject in the National Curriculum. All year groups have been planning from the new National Curriculum as of September 2014. Thematic units are chosen to ensure a balance across the key stages. A short stand-alone unit will be taught if there are any gaps.

3.2 Our plans identify learning objectives and outcomes for each unit, and ensure an appropriate balance and distribution of work. Class teachers use plans that are developed to suit the needs of Children at Brunshaw and modify them accordingly to suit the needs and challenges within individual classes. DT work is usually linked to thematic units and is therefore incorporated into thematic planning. The plans list the specific learning objectives for each lesson and detail how the lessons are to be taught. The class teacher keeps these individual plans, and the class teacher and subject leader may discuss them on an informal basis.

3.3 The activities in design and technology are planned so that they build upon prior knowledge and there is progression in skills across the years. We give children of all abilities the opportunity to develop their skills, knowledge and understanding and build planned progression into the scheme of work, so that the children are increasingly challenged as they move through the school.

3.4 The curriculum includes a progression map that highlights the progression of skills across the different areas of Design Technology. The updated Curriculum of September 2026 will also include the specific progression of skills within each units sequencing documents to support progression and adaptation as need for class teachers.

4. The Foundation Stage (EYFS)

4.1 We encourage the development of skills, knowledge and understanding that help reception children make sense of their world as an integral part of the school's work. As the reception year is part of the Early Years Foundation Stage, we relate the development of the children's knowledge and understanding of the world to the objectives set out in the Early Learning Goals, predominantly seen under the Understanding of the World and Expressive Arts and Design. These underpin the curriculum planning for children aged three to five. This learning forms the foundations for later work in design and technology with their experiences including asking questions about how things work, investigating and using a variety of construction kits, materials, tools and products to develop their making skills and handling appropriate tools and construction material safely and with increasing control.

4.2 We provide a range of experiences that encourage exploration, observation, problem solving, critical thinking and discussion. These activities, indoors and outdoors, attract the children's interest and curiosity to create a foundation of inquisitiveness for Design Technology.

5. Contribution of design and technology to teaching in other curriculum areas

5.1 English

Design and technology contributes to the teaching of English in our school by providing valuable opportunities to reinforce what the children have been doing during their English lessons. The evaluation of products requires children to articulate their ideas and to compare and contrast their views with those of other people. Through discussion children learn to justify their own views and clarify their design ideas. Evaluations of products can all be included as part of an independent writing opportunity to demonstrate the Design Technology knowledge and creating a written piece of work.

5.2 Personal, social and health education (PSHE) and citizenship

Design and technology contributes to the teaching of personal, social and health education and citizenship. We encourage the children to develop a sense of responsibility in following safe procedures when making things. They also learn about health and healthy diets. Their work encourages them to be responsible and to set targets to meet deadlines, and they also learn through their understanding of personal hygiene, how to prevent disease from spreading when working with food.

5.3 Moral, social and cultural development

The teaching of design and technology offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Our groupings allow children to work together, and give them the chance to discuss their ideas and feelings about their own work and the work of others. Through their collaborative and co-operative work across a range of activities and experiences in design and technology, the children develop respect for the abilities of other children and a better understanding of themselves. They also develop a respect for the environment, for their own health and safety and for that of others. They develop their cultural awareness and understanding, and they learn to appreciate the value of differences and similarities. A variety of experiences teaches them to appreciate that all people are equally important, and that the needs of individuals are not the same as the needs of groups.

We have identified a need in our school for children to develop a broader knowledge of food(s) therefore, we have included food topics in every year group. This will not only increase children's understanding of food groups, sources and vocabulary, but also the skills in those topics e.g. Preparation, hygiene, measuring and weighing and analysing taste, texture and smells.

5.4 Maths and Science

The teaching of Design Technology allows opportunities to embed both previous Maths and Science learning by embedding the skills throughout units. Through practical problem-solving, pupils apply mathematical concepts such as measurement, geometry, proportion and data handling in authentic, hands-on contexts. Scientific knowledge is strengthened as children explore materials and their properties, test mechanisms, investigate forces, and evaluate how systems work in real-world applications. D&T provides meaningful opportunities for pupils to observe, hypothesise, experiment and draw conclusions, reinforcing scientific enquiry skills. In combining creativity with technical understanding, D&T deepens pupils' ability to make connections across subjects and enhances their confidence in applying maths and science in purposeful, engaging and relevant ways.

6. Design and Technology and ICT

6.1 We use ICT to support design and technology teaching when appropriate. Children use the internet to gain access to images of people and environments, they may also use the internet to search for recipes and adaptation that they could use their own projects. The children also use ICT to collect information and to present their designs through draw-and-paint programs.

7. Design and technology and Inclusion

7.1 At our school we teach design and technology to all children, whatever their ability. Design and technology forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our design and technology teaching we provide learning opportunities that enable all pupils to make progress and Class Teachers adapt the planning as needed to suit the needs of each class. We do this by setting suitable learning challenges and responding to each child's different needs, this can include, but is not limited to, increasing and decreasing support, limiting choices or give specific criteria to meet. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

7.2 When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation– so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

7.3 We enable pupils to have access to the full range of activities involved in learning design and technology. Where children are to participate in activities outside the classroom, for example, a museum or factory trip, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

7.4 Class Teachers keep evidence of Design and Technology in their Floor Books, this is monitored termly by the Subject Leader to monitor adaptations and inclusivity.

8. Assessment and recording

8.1 Teachers assess children's work in design and technology by making assessments as they observe them working during lessons. Teachers complete assessments on completion of a unit and upload these to our data tracking app insight. They record the progress that children make by assessing the children's work against the learning objectives for their lessons. This information is given to the next teacher at the end of each year.

9. Resources

9.1 Our school has a wide range of resources to support the teaching of design and technology across the school. Classrooms have a range of basic resources, and other equipment can be used as needed. The resources are to be accessed by children under strict adult supervision and safety instruction repeated throughout sessions.

10. Health and safety

10.1 The general teaching requirement for health and safety applies in this subject and staff should refer to the health and safety policy. We teach children how to follow the correct procedures for food safety and hygiene. It is the responsibility of teachers to teach the safe use of tools and equipment and insist on good practice. Use of craft knives is limited to a 1:1 basis with teacher. Low temperature glue guns may be used by children in years 1 to 6, as long as this is limited to small groups and is under direct adult supervision. Hot glue guns are to be used by teaching staff/adults only.

11. Monitoring and review

11.1 The monitoring of the standards of children's work and of the quality of teaching in design and technology is the responsibility of the design and technology subject leader. The work of the subject leader also involves supporting colleagues in the teaching of design and technology, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The design and technology subject leader gives the headteacher an annual report in which

s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.

11.2 The curriculum is adapted as needed to reflect the experiences and skills needed to be taught at our school. The curriculum will be amended in September 2026 to reflect the changes of units and skills as identified through monitoring in the academic year 25-26.

Member of staff responsible: Miss S Rea
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