WINSFORD HIGH STREET COMMUNITY PRIMARY AND NURSERY SCHOOL

DESIGN AND TECHNOLOGY POLICY

LAST REVIEWED	Summer 2026
AUTHOR/OWNER	Technology Team
REVIEW CYCLE	2 Years
NEXT REVIEW DATE	Summer 2028

A Policy for Design and Technology

Date: May 2023

Subject Leader: Daniel Taylor and Beth Corser

Document Purpose

This policy reflects the school's values and philosophy in relation to the teaching and learning of Design and Technology. It sets out a framework within which teaching and non-teaching staff can operate and gives guidance on planning, teaching and assessment. This policy is intended to be used in conjunction with the National Curriculum in England, the Early Years Foundation Stage Statutory Framework and the school's Design and Technology progression document.

The National Curriculum and the Early Years Foundation Stage guidance provide a framework for curriculum planning but allows for diversity, extension and individuality for learning in the classroom.

Subject Aims

Design and Technology is a foundation subject within the National Curriculum. The aims of teaching Design and Technology in our Primary School are consistent with our school philosophy and take account of the National Curriculum and the Early Years Foundation Stage statutory framework.

The aims of Design and Technology at Winsford High Street Community Primary School and Nursery are:

- to develop children's designing and making skills,
- to teach children the knowledge and understanding, within each child's ability, that will be required to complete the making of their product,
- to teach children to evaluate their own work, using their evaluation to identify improvements and make further developments to their products;
- to teach children the safe and effective use of a range of tools, equipment, materials and components,
- to develop children's understanding of the ways in which people have designed products in the past and present to meet their needs,
- to develop children's creativity and innovation through designing and making,
- to develop children's understanding of technological processes, their management and their contribution to society,
- to tailor projects to meet the children's needs and interests and make use of local expertise and resources.

Curriculum

Early Years Foundation Stage

In the Early Years Foundation Stage, Design and Technology is developed through continuous provision and planned experiences across the EYFS curriculum. Children are given opportunities to explore, select and manipulate a range of materials, tools and construction resources; develop their fine motor skills; investigate how things work; solve problems; design and create; and talk about and evaluate their ideas and creations.

These experiences contribute particularly to Expressive Arts and Design, Physical Development, Understanding the World and Communication and Language. Children are encouraged to develop their creativity, problem-solving skills, vocabulary, confidence, and independence through practical experiences.

Key Stage 1 and 2

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*

Guidelines for Design and Technology

Recommended Activities

Early Years Foundation Stage

Curriculum overviews and our school progression document provide opportunities for children to design and make their own products using a variety of media and materials:

- Children's DT activities include playing, exploring thinking critically and designing and making,

- Children have opportunities to develop practical skills and techniques with a range of resources, including construction kits,
- Children have opportunities to explore and ask questions about existing products,
- Children have opportunities to explore aspects of the designed and made world through the indoor and outdoor environment, and through role-play.
- Children are encouraged to make independent choices about materials, tools and resources and to develop their ability to solve problems through practical experiences;
- Children are encouraged to talk about their designs, explain their choices and reflect on what they have created.

Key Stages 1 and 2

Curriculum overviews and our school progression document ensure full and planned coverage of the National Curriculum, with cross-curricular links wherever possible:

- Children are given opportunities to investigate, disassemble and evaluate existing products,
- Children are encouraged to be innovative, resourceful and make design decisions,
- Children undertake focused practical tasks that provide them with skills in the use of tools or knowledge of how a product is made,
- Children develop and apply technical knowledge to enhance the quality of products made and show perseverance when solving design problems,
- Every DT project allows the children to design, make and evaluate a product.
- Children are able to, when possible, use maths within their DT projects e.g. 2D shapes and 3D shapes.

Class Organisation

Within any one class, children are given the opportunity to work as a class, as part of a group and as individuals. There are occasions when whole class activities are appropriate in the teaching of Design and Technology. These may include the introduction of a new topic, a new skill or activities leading to further group work.

Group work offers the children opportunities to work together, sharing ideas, offering suggestions and deciding details. This enhances communication skills and the acquisition of technological vocabulary. Groups may be organised by ability (mixed or similar), age, friendship or other criteria.

A variety of resources are provided for the children and they are encouraged to make choices for themselves. Some of these resources are permanently accessible to the children.

Learning Outcomes

Children should:

- Design and make a range of products, in a variety of materials that have increasing emphasis on quality and suitability for the task.
- Develop abilities to work with a selection of tools, equipment and materials.
- Develop a knowledge of food technology, learning about where food comes from and the process in food production.
- Develop an awareness of health and safety issues when using a range of tools and materials. Be taught to work safely and hygienically, using tools, equipment, techniques, materials, components and ingredients appropriate to the task, their age and their experience.
- Increase their ability to use acquired knowledge for further problem solving.
- Use drawings, models, verbal and written descriptions to explain their planning and design processes.
- Use constructive criticism when evaluating their own and others' product.
- Develop their skills to enhance their knowledge and understanding through a topic-based curriculum.

Assessment

Early Years Foundation Stage

Children in the Early Years Foundation Stage are assessed through ongoing observation and professional judgement against the Early Years Foundation Stage Early Learning Goals for Expressive Arts and Design and Physical Development in relation to Design and Technology.

Assessment can also be evidenced through the use of Tapestry.

Evidence may include observations, photographs, examples of children's creations and records of children's comments and ideas.

Key Stages 1 and 2

Teachers assess work in design and technology by making observations of the children working during lessons. They record progress made against the learning objectives for that lesson. At the end of a unit of work, children undertake a review of their work that focuses upon an evaluation of the finished product and an overview of the various tasks undertaken. Feedback from the teacher, from their peers and from self-assessment helps the children to know what they need to do next in order to improve.

Teachers make a termly assessment of progress for each child, which then feeds into the annual report to parents. Teachers use the year group specific assessment criteria to make their termly judgement. This information is consequently passed on to the next teacher at the end of the school year, via insight.

Due to the practical nature of design and technology, evidence of work undertaken by children can be in the form of teacher's notes or as a photographic record. Samples of the design process and end product are also valuable evidence.

Tapestry can be used as evidence for the products that are created and evaluated.

Resources

There is a range of tools, equipment, materials, ingredients and components that support all aspects of the subject and address the needs of all children. There is also hardware and software to support a range of uses of computing in DT, including programming and control and computer-aided design in KS2.
An inventory of resources is available to support the teaching of Design and Technology. Where necessary, teachers may order specific resources to support the creation of products and the development of skills.

Role of the Subject leader

The Subject leader with the support of the Technology Team will:

- Lead the development of Design and Technology.
- Provide guidance on planning.
- Provide support and training where necessary, to individual teachers on the use of design and technology tools, materials and skills.
- Disseminate information from relevant courses through whole staff and curriculum team meetings.
- Organise storage of equipment and resources and be responsible for ordering replacement stock.

- Review and evaluate the success of the skills-based approach to learning and report to the senior leadership team on the results of this evaluation.
- Ensure progression and a continuity of approach across the year groups.

Equal Opportunities

All teaching and non-teaching staff at Winsford High Street Community Primary School and Nursery are responsible for ensuring that all pupils, irrespective of gender, ability, ethnic origin and social circumstances have access to the whole curriculum, and the opportunity to make the greatest progress possible in all areas of the curriculum, while in our school.

All children should engage in Design and Technology activities using food, fabrics, construction materials, card and digital technology. This policy ensures that certain aspects of Design and Technology are not seen as gender specific. Individual teachers consider carefully the groupings they have and this can depend sometimes on the experiences the children have had in their home environments.

Special Educational Needs

Design and Technology offers the opportunity for children to achieve in a practical subject as they are encouraged to communicate in a different way for example the use of audio recording software or cameras.

EAL

Children with English as an additional language will have equality of access to this subject. Consideration will be given, in planning, to children who require support with the language of the subject.

Health and Safety

The subject lead will also complete an annual audit of equipment, ensuring it is safe to use by colleagues and pupils within school. Any equipment found to be unsafe to use will be disposed of.

In addition to this, teachers will evaluate the potential risks of each lesson they deliver and take action to minimise these, producing a risk assessment where required.

Good classroom organisation is essential to encourage safe working practices.

- Tools and materials are clearly labelled.

- Children are encouraged to keep their work area organised.
- Children are provided with clearly stated rules about safe practice.
- Food areas are disinfected before and after cooking takes place.
- Key Stage 2 children are trained to use glue guns, saws etc under the supervision of adults, wearing appropriate safety gear.
- Health and safety considerations are clearly stated within the teacher's planning.

Please see the 'Food Hygiene & Safety policy' for additional information regards health and safety when using food.

Review

The Design and Technology policy will be reflected in our practice. This policy will be reviewed in 2028 or as a result of changes to practice.

Reviewed summer 2026
Chair of Governors: