

Winnington Park Primary School and Nursery

Design Technology Policy



Updated: Autumn 2026

Review date: Autumn 2027

Our School Vision:

Our vision is of a community whose members: children, parents, teachers and staff work collaboratively towards achieving an exciting and inclusive school, with high expectations and standards for all, within a happy, caring and secure environment.

Our Curriculum Vision

At Winnington Park Community Primary School and Nursery we aim to offer a creative and inclusive Curriculum which inspires, engages and challenges and in which children are partners in their own learning.

Curriculum Intent

We ensure that children are given opportunities to widen their knowledge and understanding of the world and learn and apply skills which will make them successful learners for life as well as enhancing their physical, spiritual, moral, social and cultural development.

Children will become confident, independent and resilient learners who are willing to take risks. They will have high aspirations and be proud of their achievements. We aim to give everyone the opportunity to fulfil their highest potential, physically, academically and in respect of their wider interests and talents.

Our curriculum has clear end points and our lessons are sequenced so children's learning builds towards these. The children's new knowledge and skills builds on what they have been taught before and is designed for the children, families and community of Winnington Park.

Implementation

Our children learn through a creative and skills- based curriculum. We endeavour to engage our children and completely immerse them in their learning to become lifelong learners.

We celebrate and value all subjects and provide opportunities to apply and practice key skills in all areas of learning. We have high expectations of achievement, progress, behaviour and presentation.

We use Kapow Primary's Design and Technology scheme of work which aims to inspire pupils to be innovative and creative thinkers who have an appreciation for the product design cycle through ideation, creation, and evaluation. We want pupils to develop the confidence to take risks, through drafting design concepts, modelling, and testing and to be reflective learners who evaluate their work and the work of others. Through our scheme of work, we aim to build an awareness of the impact of design and technology on our lives and encourage pupils to become resourceful, enterprising citizens who will have the skills to contribute to future design advancements. **Impact**

Well prepared children ready for the next stage of learning and life – happy and engaged.

Evidenced through - pupil voice, school council, pupil and parent questionnaires, class books, displays, work books, photos, website, learning journeys, charities, social media, community links, class assemblies, trips, visitors to school, welcoming new pupils.

Design and Technology Vision Statement

At Winnington Park Primary School we aim to inspire pupils to become curious, creative and innovative thinkers with a broad understanding of how products are designed and made and to think like designers and engineers. The intention is for pupils to develop the confidence to identify problems, generate ideas, plan and create products and evaluate their outcomes. We aim to raise pupils' awareness of how design and technology shape the way they live, work and interact with the world. It encourages pupils to become resourceful, enterprising individuals who have the skills to contribute to and improve the world around them.

Rationale of Design and Technology

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 even making products and systems.

Aims and Objectives

The Design and Technology National curriculum outlines the three main stages of the design process: design, make and evaluate. 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.

We have taken these subheadings to be our Kapow Primary strands:

- Design
- Make
- Evaluate

□ 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. Our National curriculum overview shows which of our units cover each of the National curriculum attainment targets as well as each of the four strands. Our Progression of skills shows the skills and knowledge that are taught within each year group and how these skills develop to ensure that attainment targets are securely met by the end of each key stage.

Cooking and nutrition is given a particular focus in the National curriculum and we have made this one of our six key areas that pupils revisit throughout their time in primary school:

- Cooking and nutrition
- Mechanisms/ Mechanical systems
- Structures
- Textiles
- Electrical systems (KS2 only)

- Digital world (KS2 only)

Assessment, Record Keeping & Reporting

Assessment forms an important part of the teaching and learning process and is carried out in a variety of ways.

The nature of assessment depends on the type of activity or lesson and the age or ability of the child. The assessment methods can include:

- Observing children working, individually or in groups
- Questioning and listening to children
- Assessing final piece of work
- Teaching observations

Equal Opportunities and Inclusion

Equality of opportunity at Winnington Park Primary School and Nursery means that all children, taking account of gender, age, ability, disability, ethnic origin, faith, culture, social circumstances and sexual orientation have full access to all the curricular, pastoral and social opportunities offered by the school.

We promote spiritual development

Offering opportunities to explore spiritual dimension.

Look at different artists work.

Discussing the meaning of different pieces of art.

Visit galleries and museums to review and evaluate.

SMSC and British Values

We promote moral development

To look at emotions that are evoked by different art / visual images/sculptures.

To explore inner feelings and express them by painting, sculpture and design and technology.

We promote social development

Sharing of resources.

To explore as a powerful social tool.
To discuss / explore social conflict.

We promote cultural development

Look at a wide range of creative work from around the world.
To evaluate and become critically aware.
Participate in visits to theatres, arts festivals and galleries.

Health and Safety

Teachers are responsible for the health and safety of the children in their class. Classroom activities should be as safe as possible and children should be taught to use tools and equipment properly. Teachers should refer to the Risk Assessments and school Health & Safety policy for direction, if necessary.

Resources

Specialist resources are kept in the D&T curriculum area. There are a range of resources and tools available to the children, but some selected activities will need the support and supervision of an adult. In these circumstances it will be the responsibility of the class teacher/coordinator to ensure that the role they are expecting, and the outcome, is explained.

