Design and Technology POLICY



Date effective: September 2026

Review cycle: Two Yearly

Review date: September 2028

Headteacher: Mrs Dawn Wilson

Author: Jayde Dankaro

Introduction

At Hill Farm Primary School, we aim to ignite children's curiosity for how things work and to equip them with the technical knowledge and the practical skills in their long-term memory so that they design, make, break and evaluate a range of products for a specific user and purpose.

Design and technology is an inspiring, rigorous and practical subject. At Hill Farm, pupils will 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. Through the evaluation of past and present design and technology, children develop a critical understanding of its impact on daily life and the wider world.

The school's aims are to:

- support children in developing practical knowledge and skills
- support children in acquiring knowledge through design inspiration
- support children in applying knowledge through the design process.
- Ensure practical knowledge and skills are secure and applied through different techniques
- encourage children to use tools and apply health and safety knowledge
- Inspire children through design and product functionality, purpose and user
- provide children with skills to design, make, break and evaluate products and make adjustments accordingly.

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.

Early Years Foundation Stage

By the end of the Early Years children will be taught to use equipment safely and identify risks associated with some equipment. Children will be able to explain what they want to make and create prototypes.

Objectives Key Stage 1

By the end of Key Stage 1, pupils will be taught make simple structures, create mechanisms and make portable and conscious snacks

Key Stage 2

By the end of Key Stage 2, pupils will be taught to develop their techniques in designing, making, breaking and evaluating products. Children will practise making levers and pulleys. Children will also be introduced to

Artificial intelligence to help them with their creations. Children will learn to create a simple meal for their families.

Planning and Evaluation

The design technology curriculum is designed to respond to the aims of the national curriculum and provides opportunities for pupils to explore a wide range of media, skills and attitudes, and to evaluate the work of a variety of artists, craftspeople and designers. The design curriculum aims to provide pupils with real life experiences, including opportunities to visit galleries and museums and to work alongside artists, performers and other design professionals.

A skills progression grid is used to ensure children are taught the necessary skills for their year group and ability. This supports teacher's planning and ensures there is a development of skills and knowledge across year groups. Whilst artwork will be related to topic work, teachers will also plan specific activities to provide adequate development of the skills, knowledge and understanding associated with the subject. Teaching delivery will vary according to the activities being undertaken, but will include class, group and individual instruction and demonstration, and the use of questioning and discussion.

Assessment

Each child's performance in design technology will be assessed by the teacher against the end of year expectations. There will be informal ongoing assessment by the class teacher that includes marking of work and discussion with the child. This informs the DT curriculum for the following year and supports teachers in adapting medium and short term planning.

Monitoring

The subject leader is responsible for advising colleagues, where necessary, on the development and delivery of the curriculum. It is the responsibility of the subject leader to purchase and deploy central resources for design technology and to keep up-to-date with developments in design technology in education, passing this onto other members of staff. The subject leader will monitor and evaluate progress in DT and liaise with senior management on any action necessary. Their role is to ensure coverage, continuity and progression in planning and to monitor and evaluate the effectiveness of design technology teaching and learning by viewing pupil's achievements in outcomes, having discussions with pupils and working alongside colleagues. Where necessary, links will be made with other local schools to share outcomes and to showcase work. The subject leader will regularly review the contribution made by DT to a meaningful curriculum.