Woodlands Primary School

DESIGN & TECHNOLOGY POLICY & STATEMENT OF INTENT

Status:	Current	
Date Adopted by Governing body:	26/03/2025	
Created by Katie Wright	January 2025	
Review by Curriculum Committee	March 2027	2 years

Curriculum Statement

Intent

Design and Technology is an inspiring, rigorous and practical subject. Design and Technology encourages children to learn to think and intervene creatively to solve problems both as individuals and as members of a team. At Woodlands Primary, we encourage children to use their 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. We aim to, wherever possible, to consider the environmental impact and health impact of their designs and to link work to other disciplines such as Mathematics, English, Science, Engineering, Computing and Art. The children are also given opportunities to reflect upon and evaluate past and present Design Technology, its uses and its effectiveness and are encouraged to become innovators and risk-takers.

Implementation

Through a variety of creative and practical activities, we teach the knowledge, understanding and skills needed to engage in an interactive process of designing and making. The children also work in a range of relevant contexts (for example home, school, leisure, culture, enterprise, industry and the wider environment).

When designing and making, the children are taught to:

Design

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional diagrams, prototypes, pattern pieces and computer-aided design

Make

- select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing) accurately
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world

Technical knowledge

- 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
- apply their understanding of computing to program, monitor and control products

Cooking and Nutrition

- knowledge and awareness of food issues, including what constitutes a healthy diet and hygienic food preparation (supported by our link with Phunky Foods)

Impact

We ensure the children

- 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 and critique, evaluate and test their ideas and products and the work ofothers
- understand and apply the principles of nutrition and learn how to cook; children will design and make a range of products; a good quality finish will be expected in all design and activities made appropriate to the age and ability of the child

Children learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

Teaching and Learning

Design and Technology will engage the children in a broad range of designing and making activities which involve a variety of methods of communication: speaking, designing, drawing, assembling, making, writing and using computer technology. Projects are taught in blocks which allows for more effective learning in which teachers can focus on teaching and developing Design and Technology skills, allowing children to develop their ideas and techniques. Units of work (Kapow scheme) have been selected and planned to ensure a balance of materials, skills, knowledge and understanding throughout each Key Stage and year group. Ensuring all children will have a breadth and balance of experience.

Assessment

Children's skills will be assessed and developed by the teacher during lessons and through critical discussion and assessment tasks set at the end of each unit. The results of these assessments are recorded on the School Tracking System INSIGHT – Below (Emerging), Just Below (Working Towards), On Track (Expected) and Great Depth. Displays within the classroom and hall areas will reflect a range of work across key stages, to celebrate and exhibit the work of children.

Planning and Resources

At Woodlands we follow the Kapow scheme of work. This fulfils the statutory requirements outlined in the National Curriculum ensuring 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

There are five key strands which run throughout the scheme:

- design
- make
- evaluate
- technical knowledge
- cooking and nutrition

We provide enquiry based tasks that are based upon real life problems and scenarios based around a range of contexts that are explicitly relevant to our children. Children are taught to use tools and equipment in a sensible, safe and efficient manner. In addition to the scheme, resources produced by the Design and Technology Association, are available on the shared drive for additional homework tasks, competitions, etc. Equipment is stored in the Design and Technology resource area or school kitchen and others will be purchased as necessary.

Organisation

Design and Technology planning is mapped in blocks on the Whole School Curriculum Overview. For some units it may be easier and more enjoyable for the Design and Technology to be taught over the course of a whole day/s rather than solely in afternoon slots. Cross-curricular links with other subject areas are made where appropriate.

EYFS

The staff team will plan for children to experience creative opportunities and develop key skills and techniques within the EYFS curriculum. There will be a focus on developing fine motor skills and learning how to plan, design and produce the finished project. The Early Learning Goals that specifically relate to Design and Technology are:

- To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (Expressive Arts and Design – Exploring and Using Media and Materials)
- Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology … (Expressive Arts and Design – Being Imaginative)
- Children handle equipment and tools effectively (Moving and Handling)

Nursery and Reception classes will be, where appropriate, included in whole school projects, workshops, events and competitions associated with Design and Technology.

KS1 and KS2

Teachers will plan for lessons so that children will learn to design purposeful, functional, appealing products for themselves and others based on design criteria and to communicate their ideas through talking and drawing. They learn to select from and use a range of tools and equipment to perform practical tasks and to choose from a wide range of materials and components. They also learn to explore and evaluate their design and product.

Equal Opportunities

Whole school policy on equal opportunities will be adhered to in Design and Technology activities. Teachers ensure that children have access to the range of Design and Technology activities and use opportunities within Design and Technology to challenge stereotypes. Children are encouraged and supported to develop their Design and Technology capability using a range of materials. Children with special needs or disabilities will be differentiated for and supported appropriately, to ensure development of skills and equal access to the Design and Technology curriculum.

Inclusion

All children will be supported through differentiation, adaptation or adult support, to enable equal access to learning in Design and Technology.

Parents and carers

We encourage all parents and carers to support and assist with whole school events and Design and Technology homework projects. We recognise the need to enforce healthy eating, well-being and respect for our environment and encourage our parents and carers to do. We plan to increase awareness of healthy eating through our link with Phunky Foods.

Role of the Subject Leader

The subject leader's responsibilities are:

- To ensure a high profile of the subject
- To plan and regularly update the Design and Technology Subject Action Plan
- To ensure a full range of relevant and effective resources are available to enhance and support learning.
- To ensure progression of the key knowledge and skills identified within each unit and that these are integral to the programme of study and secure at the end of each age phase
- To monitor pupil work/books in Design and Technology and ensure that key knowledge is evidenced in outcomes, alongside and as supported, by the SLT (Senior Leadership Team). This includes carrying out a book scrutiny for each unit of Design Technology work.
- To ensure staff receive prompt feedback and make sure that staff achieve the development points that they are given.
- To monitor planning and the quality of Design and Technology teaching
- To lead further improvement in and development of the subject as informed by effective subject overview
- To ensure that the Design and Technology curriculum has a positive effect on all pupils, including those who are disadvantaged or have low attainment
- To ensure that the Design Technology curriculum take account of the school's context, promotes children's pride in the local area and provides access to positive role models from the local area to enhance the Design and Technology curriculum
- To ensure that approaches are informed by and in line with current identified good practice and pedagogy.
- The subject leader will attend relevant training for curriculum leaders and share information with staff.
- To ensure CPD is in place through working with the head teacher/ leadership team and at staff meetings.
- Assessment - The leader will also monitor staff use of the INSIGHT Assessment tracking system. Evidence will be kept from year to year.
- To work closely with the Lead Governor for Design and Technology (providing appropriate support and challenge) and ensure that they meet with the subject leader at least three times every academic year (once every old term).

The subject leader will monitor the teaching and learning of Design and Technology across the school; ensuring a high quality, broad and stimulating curriculum. They will also maintain a range of good-quality materials and tools, enabling teachers to resource and teach effectively.