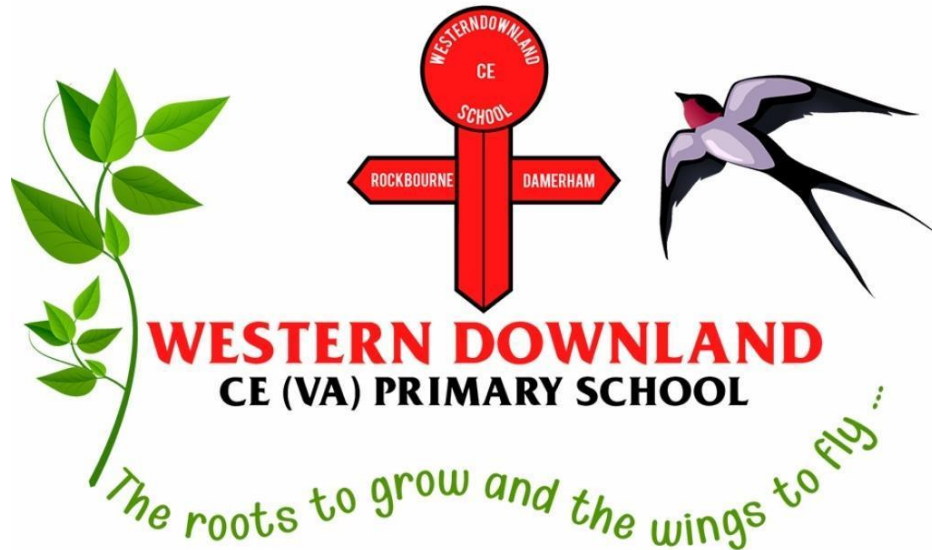


WESTERN DOWNLAND C. of E. (V.A.) PRIMARY SCHOOL

In partnership with parents we aim to provide:

'The roots to grow and the wings to fly'



Design and Technology Policy

Western Downland CE (VA) Primary School

Reviewed September 2025
Next Review September 2027

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POLICIES AND PROCEDURES PROFORMA

Subject and Version of Document:	Design and Technology 2025
Author:	Hannah Mace
Persons/Committees etc consulted whilst document in draft	Teaching Staff
Date agreed:	September 2025
Date of next review/update and by whom:	September 2027 – Hannah Mace
By whom agreed:	Teaching Staff
Copy obtainable from and/or distribution:	School Office
Date document issued and placed on website:	September 2025
Responsibility for dissemination to new staff:	H Mace
Principal Target Audience:	Parents and Staff

Amendments Summary:

[illegible]

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1. AIMS

At Western Downland through Design and Technology, children learn how to become confident in designing, making and evaluating purposeful products, while keeping the user in mind. They will have developed skills in and an understanding of working with mechanisms, textiles, structures, electrical systems and food. Pupils will understand how the wider curriculum (eg science, maths and computing), links to Design and Technology in order to use their wider knowledge when designing, making and evaluating purposeful products.

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. STATUTORY REQUIREMENTS

Foundation Stage

Statutory Framework for the Early Years Foundation Stage (March 2014, updated September 2025)

Key Stage 1 and 2:

Statutory requirements for the teaching and learning of Design and Technology National Curriculum 2014

3. THE GOVERNING BODY

Regular reports are made to the Governors on the progress of Design and Technology provision through meetings with our DT link Governor and DT subject leader.

4. SUBJECT ORGANISATION

Design and technology is a foundation subject in the National Curriculum. Our school uses the National Curriculum as the basis for its curriculum planning in design and technology. We teach the foundation subjects through a broad, balanced and creative curriculum. Design and Technology is the

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driver subject for the CREATE term. Links are made between Design and Technology projects and other subjects taught during this term.

We carry out the curriculum planning in design and technology in three phases: long-term, medium-term and short-term. The long-term plan maps out the units covered during the CREATE term in each key stage. The design and technology subject leader works this out in conjunction with teaching colleagues in each year group.

Our medium-term plans, which we have adopted from the 'Projects on a Page' planning from DATA and Hampshire D&T team, give details of each unit of work for project. They identify learning objectives and outcomes for each unit, and ensure National Curriculum coverage. Each class will engage in a major project (12hours), a minor project (6hours) and a Food and Nutrition project (6hours), Food and Nutrition planning will be taken from Food a Fact a Life.

Class teachers complete a weekly plans for the CREATE term. These 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 often discuss them on an informal basis.

We plan the activities in design and technology so that they build upon the prior learning of the children. We give children of all abilities the opportunity to develop their skills, knowledge and understanding and we also build planned progression into the scheme of work, so that the children are increasingly challenged as they move through the school.

4 FOUNDATION STAGE

In foundation stage pupils will work from the Expressive Arts and Design and Understanding World planning from the Early Years scheme of work. This planning aims to develop in pupils the critical and creative skills needed to make choices and evaluate their own work and that of others.. It provides opportunities for pupils to carry out activities based on first hand experiences that encourage exploration, observation, problem solving, prediction, critical thinking, decision making and discussion. Children also have the opportunity to work creatively with a range of different materials. It provides the foundations for the Design and Technology KS 1 and then the KS 2 curriculum.

5. BREADTH OF STUDY

From EYFS to the end of Key Stage Two, the children will cover a range of projects to address the requirements of the National Curriculum. These projects are in Food and Nutrition, Structures, Mechanisms, Electrical Systems and Textiles. Substantive knowledge for each topic area is identified and children review their learning in order to ensure that the knowledge is retained. In addition to this clear substantive knowledge, children will also learn the disciplinary skills needed to be a scientist. These will become increasingly more complex as they move through school:

- Investigating existing products



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- Designing
- Making
- Evaluating.

6. PARENTAL/COMMUNITY INVOLVEMENT

We value parent/carers involvement in children's development of Design and Technology and promote a home school partnership in a variety of ways including,

- Evaluating existing products at home.
- Designing products for family members.
- Inviting parents to share and evaluate products at school 'topic landing' events.

7. MONITORING AND EVALUATION

The Design and Technology lead is responsible for monitoring the quality of planning, teaching and learning in the school with support from the headteacher and science governor.

Monitoring includes book scrutiny, lesson observations, pupil conferencing and data analysis.

8. ASSESSMENT, RECORDING AND REPORTING

Assessment for learning should occur throughout the entire Design and Technology lesson, enabling teachers to adapt their teaching/input to meet the children's needs. This feedback should be incisive and regular.

Pupil's work should be marked in line with the Marking Policy and should model how corrections should be made, giving children a chance to learn from their misconceptions or incorrect methods. At the beginning of each lesson, time should be given to recap previous learning.

Teachers make summative judgements against the substantive knowledge taken from the Projects on a Page planning and the National Curriculum programme of study.

Children complete end of unit assessments to help inform teacher judgements.

Teacher judgements are made at the end of the CREATE term and are recorded on Insight.

9. STAFF DEVELOPMENT

The Design and Technology curriculum lead attends the relevant training to ensure an up to date approach to teaching the subject. They will disseminate this among teaching staff.

10. RESOURCES

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, with the more specialised equipment stored and readily available.

11. INCLUSION

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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.

12. EQUAL OPPORTUNITIES

All children are provided with equal access to the Design and Technology curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

Member of staff responsible: H Mace

Date policy updated: September 2025

Date to be reviewed: September 2027