St. Joseph's Catholic Primary School

Design and Technology Policy

September 2025

At St. Joseph's, we live love and learn by the example of Jesus.

Intent

Design and Technology is an inspiring and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values.

At St Joseph's, children acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils 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.

Aims

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 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

Implementation

At St Joseph's, we strive to provide a program of learning opportunities for all pupils to gain the basic knowledge and understanding, which underpin design and technology. Design and Technology is taught through a skills based approached via Kapow. The lessons are skill based and sequential built on prior knowledge and skills. Our creative curriculum is carefully planned to stimulate pupil creativity and imagination and teaches the children a range of skills, concepts, attitudes, techniques and methods of working.

Impact

Key Stage 1:

When designing and making, pupils are taught to:

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria
- build structures, exploring how they can be made stronger, stiffer and more stable
- explore and use mechanisms [for example, levers, sliders, wheels and axles]
- use the basic principles of a healthy and varied diet to prepare dishes and understand where food comes from

Key Stage 2:

When designing and making, pupils should be taught to:

- 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 and exploded diagrams, prototypes, pattern pieces and computer-aided design

- select from and use a wider range of tools and equipment to perform practical tasks for example, cutting, shaping, joining and finishing, accurately
- 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
- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- understand and use electrical systems in their products [for example, circuits incorporating switches, bulbs, buzzers and motors]
- apply their understanding of computing to program, monitor and control their products
- understand and apply the principles of a healthy and varied diet
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

Inclusion

At St Joseph's we aim to cater for all the individual learning needs of every child. The teaching of Design and Technology needs to take into account the varied abilities, and individual needs of our children. We aim to provide inspiration so that everyone can achieve regardless of their gender, social class, additional needs, disabilities, ethnic background, or language barriers etc. We aim to provide for their needs and interests through observation, assessment and planning process.

Health and Safety

It is essential that class teachers ensure the health and safety of the pupils at all times. When working in design and technology, careful selection of material and equipment, the organisation of work areas within the classroom and the clear demonstration of techniques form the basis of good health and safety practice.

Monitoring

Monitoring is the responsibility of the Subject Leader. This is carried out on a regular basis in the following ways:

- Regular work sampling/scrutiny
- Audit if staff training is required
- Review the Design and Technology Policy
- Pupil voice
- Staff voice

Reporting

The Subject Leader reports back to the Head Teacher about standards in the subject, this in-turn helps formulate the school improvement plan.

Assessment, Recording and Reporting

At all times, the marking of work be in line with the school marking policy and will respect pupil's achievements, give positive feedback and avoid defacing or spoiling the products of their work. Effective feedback gives pupils guidance about how they might improve the quality of their products in design and technology.

Review

This policy should be viewed as a working document. This policy will be monitored by the schools Subject Leader and the Senior Leadership Team.

Review Date: September 2026