

Design and Technology Policy

Thomas Jolyffe Primary School

To be the best we can be!



Approved by: Charlotte Russell

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Design and Technology Policy

1 Aims and objectives

1.1 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 eventually making products and systems. Through the study of design and technology they combine practical skills with an understanding of aesthetic, social and environmental issues, as well as functions and industrial practices. This allows them to reflect on and evaluate present and past design and technology, its uses and its impacts. Design and technology helps all children to become discriminating and informed consumers and potential innovators.

1.2 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 Teaching and learning style

2.1 Thomas Jolyffe Primary School uses a variety of teaching and learning styles in design and technology lessons. The principal aim is to develop children's knowledge, skills and understanding in design and technology. Teachers ensure that the children apply their knowledge and understanding through the process of designing, making and evaluating. We do this through a mixture of whole-class teaching and individual/group activities. Our lessons provide the opportunity for children to work on their own and to collaborate with others. Children critically evaluate existing products, their own work and that of others. They have the opportunity to use a wide range of materials and resources, including ICT.

2.2 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.

3 Design and technology curriculum planning

3.1 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 topic covered in each term during the key stage. The design and technology subject leader works this out in conjunction with teaching colleagues in each year group.

3.2 Our medium-term plans have been selected to ensure all areas of the design and technology curriculum are covered across the phases. They identify skills that are taught/practiced by children

each lesson and ensure there is progress in these skills as children move up the school. 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 so that the children are increasingly challenged as they move through the school.

3.3 Class teachers complete a weekly plan for all foundation subjects and on this the design and technology lessons are shown. These list the specific learning objectives for each lesson and show brief details of how the lessons are to be taught. The class teacher keeps these plans on a staff shared drive.

4 The Foundation Stage

4.1 We encourage the development of skills, knowledge and understanding that help nursery and reception children make sense of their world as an integral part of the school's work. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the development of the children's knowledge and understanding of the world to the objectives set out in the Development Matters document. These underpin the curriculum planning for children aged three to five. This learning forms the foundations for later work in design and technology. These early experiences include asking questions about how things work, investigating and using a variety of construction kits, materials, tools and products, developing making skills and handling appropriate tools and construction material safely and with increasing control.

4.2 We provide a range of experiences that encourage exploration, observation, problem solving, critical thinking and discussion. These activities, indoors and outdoors, attract the children's interest and curiosity.

5 Contribution of design and technology to teaching in other curriculum areas

5.1 English

Design and technology contributes to the teaching of English in our school by providing valuable opportunities to reinforce what the children have been doing during their English lessons. The evaluation of products requires children to articulate their ideas and to compare and contrast their views with those of other people. Through discussion children learn to justify their own views and clarify their design ideas.

5.2 Maths

Maths plays an integral part in many design and technology activities. Where relevant, children are encouraged to measure and mark out specific parts of their design before cutting. They will apply their mathematical knowledge and skills to work out how best to do this.

5.3 Information and communication technology (ICT)

We use ICT to support design and technology teaching when appropriate. Children use software to enhance their skills in designing and making, and use draw-and-paint programs to model ideas. The children also use ICT to collect information and to present their designs through draw-and-paint programs.

5.4 Personal, social and health education (PSHE)

Design and technology contributes to the teaching of personal, social and health education. We encourage the children to develop a sense of responsibility in following safe procedures when making things. They also learn about health and healthy diets. We encourage children to be responsible for their work, and they also learn through their understanding of personal hygiene, how to work safely with food.

5.5 Spiritual, moral, social and cultural development

The teaching of design and technology offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Our groupings allow children to work together, and give them the chance to discuss their ideas and feelings about their own work and the work of others. Through their collaborative and co-operative work across a range of activities and experiences in design and technology, the children develop respect for the abilities of other

children and a better understanding of themselves. They also develop a respect for the environment, for their own health and safety and for that of others. They develop their cultural awareness and understanding, and they learn to appreciate the value of differences and similarities. A variety of experiences teaches them to appreciate that all people are equally important, and that the needs of individuals are not the same as the needs of groups.

6 Teaching design and technology to children with special educational needs

6.1 At Thomas Jolyffe Primary School we teach design and technology to all children, whatever their ability or special educational needs. Design and technology forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our design and technology teaching, we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Teachers will also take into account the targets set for individual children.

6.2 When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

6.3 We ensure that teachers also plan appropriately to match the learning needs of our gifted and talented pupils. The needs of these pupils will be met by teachers setting suitable learning challenges.

6.4 We aim for all children, including those with special educational needs, to be independent learners. We do this by providing appropriate tools and supporting resources to enable all children to access practical work to enable them to work as independently as possible.

7 Assessment and recording

7.1 Teachers assess children's work in design and technology by making assessments as they observe them working during lessons. They record the progress that children make by assessing the children's work against the learning objectives for their lessons. At the end of a unit of work, teachers make a judgement against the National Curriculum statements. Teachers then use the results that they record to plan the future work of each child and to make an annual assessment of progress for each child, as part of the annual report to parents. Each teacher passes this information on to the next teacher at the end of each year.

8 Resources

8.1 Thomas Jolyffe Primary School has a wide range of resources to support the teaching of design and technology across the school. Resources are kept in the KS2 Science cupboard and are easily accessible.

9 Health and safety

9.1 The general teaching requirement for health and safety applies in this subject. We teach children how to follow proper procedures for food safety and hygiene. We are also aware that certain children are allergic to various foods therefore class teachers should exercise vigilant supervision of these children during any food technology lessons. When working with tools and equipment pupils should be taught about hazards, risks and risks control and teachers must ensure appropriate protective equipment is worn where necessary. All equipment should be stored away safely and returned to its correct storage space after use.

10 Monitoring and review

10.1 The monitoring of the standards of children's work and of the quality of teaching in design and technology is the responsibility of the design and technology subject leader. The work of the subject

leader also involves supporting colleagues in the teaching of design and technology, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.