



# St Joseph's Catholic Primary School

## Design and Technology Policy

Policy Date: July 2026

Review Date: July 2027

Policy Lead: Design and Technology Subject Leader

Approved by: Governing Body

### Mission Statement

We are proud of our school as a place of learning, prayer and happiness.  
Hand in hand with God, Our Lady and St. Joseph, we promise to work hard and be kind to one another so that we can grow stronger together in our faith.  
Hand in hand with God we learn.

At St Joseph's we value every child as a gift from God.

Our curriculum is created with a deep understanding of how our faith influences our thoughts, decisions and actions.

Resilience and pride shape the learning culture within this school for both children and adults. Having the highest aspirations for and of all, we learn together, opening minds and creating an environment of intellectual curiosity.

Working towards a rich and meaningful curriculum that reflects the diverse population of our school family. Teaching children about where they live, making experiences personal and memorable.

Giving children worldwide experiences that help them to understand who they are.

At St Joseph's Catholic Primary School, we believe every child is uniquely created in the image and likeness of God and blessed with individual talents and gifts. Through our Design and Technology curriculum, we encourage pupils to use their creativity, imagination and problem-solving skills to serve others, care for God's world and become innovative, responsible citizens.

Design and Technology provides children with opportunities to design, create, evaluate and improve products that solve real-life problems. We encourage children to become resilient learners who embrace challenges, learn from mistakes and develop the confidence to think creatively and work collaboratively.

Our curriculum reflects our Catholic values by promoting stewardship, respect for the environment, compassion, perseverance and service to others.

### I. Rationale

Design and Technology is an inspiring, practical and creative subject that enables children to develop the knowledge, understanding and skills needed to design and make products for real purposes.

Through Design and Technology, children learn to become creative thinkers and effective problem-solvers. They investigate existing products, generate innovative ideas, develop technical knowledge and evaluate their work critically.

At St Joseph's Catholic Primary School, Design and Technology is closely linked with Science, Mathematics, Computing, Art and Design and the wider curriculum, enabling children to apply their learning in meaningful contexts.

Children are encouraged to become reflective learners who understand that designing is an iterative process involving planning, testing, evaluating and improving.

## **2. Legal Framework**

This policy is based upon:

- The National Curriculum for England (Design and Technology)
- Early Years Foundation Stage Statutory Framework
- Equality Act 2010
- SEND Code of Practice (2015)
- Keeping Children Safe in Education (current version)
- Health and Safety at Work Act 1974

## **3. Curriculum Intent**

At St Joseph's Catholic Primary School, our Design and Technology curriculum aims to inspire pupils to become confident designers, engineers and innovators.

We aim to provide a curriculum that:

- develops creativity, curiosity and imagination;
- equips children with practical life skills;
- develops resilience through designing, making, testing and improving;
- encourages children to solve real-life problems;
- promotes independent thinking and collaborative learning;
- enables pupils to take informed risks;
- develops technical knowledge and practical skills;
- teaches children to evaluate products critically;
- promotes sustainability and responsible use of resources;
- prepares children for future learning and careers in engineering, manufacturing, architecture, food technology and design.

We believe Design and Technology should be enjoyable, purposeful and ambitious for every learner.

Children are encouraged to see mistakes as opportunities to improve and understand that successful designers continually refine and adapt their ideas.

## **4. Curriculum Implementation**

Our Design and Technology curriculum is carefully sequenced to ensure children progressively develop substantive knowledge, disciplinary knowledge and practical skills throughout their time at St Joseph's.

Learning follows the National Curriculum strands:

- Design
- Make
- Evaluate
- Technical Knowledge
- Cooking and Nutrition

Each unit provides opportunities for pupils to:

- investigate existing products;
- identify design criteria;
- generate and communicate ideas;

- select appropriate materials;
- develop practical making skills;
- test and evaluate products;
- refine and improve their work.

Lessons are planned using an iterative design process, allowing children to revisit and improve their designs as they develop new knowledge and skills.

Teachers explicitly model practical techniques before children work independently, ensuring high expectations and safe working practices.

## 5. High Quality Teaching

Effective teaching in Design and Technology includes:

- clear learning objectives;
- high-quality teacher modelling;
- explicit teaching of technical vocabulary;
- opportunities for retrieval practice;
- practical investigation;
- collaborative problem-solving;
- independent design opportunities;
- effective questioning;
- self and peer evaluation;
- constructive feedback.

Children are encouraged to justify design decisions using appropriate technical language and evaluate both the process and final product.

## 6. Vocabulary Development

Vocabulary is explicitly taught throughout every Design and Technology unit.

Children are introduced to technical vocabulary through:

- teacher modelling;
- practical demonstrations;
- visual prompts;
- working walls;
- retrieval activities;
- discussion;
- written evaluations.

Vocabulary is regularly revisited to strengthen long-term memory and improve children's ability to communicate their ideas confidently.

## 7. Retrieval Practice

Retrieval practice forms an important part of Design and Technology teaching.

Children regularly revisit previous learning through:

- low-stakes quizzes;
- retrieval questions;
- practical recall activities;
- discussion;
- revisiting previous products;
- vocabulary games.

This helps children strengthen long-term memory and make meaningful links between units.

## 8. Cross-Curricular Links

Design and Technology supports learning across the curriculum.

Children apply knowledge from:

### **Mathematics**

- measuring accurately
- geometry
- scale
- data handling

### **Science**

- materials
- forces
- electricity
- nutrition
- mechanisms

### **Computing**

- computer-aided design
- programming and control
- digital research

### **Art and Design**

- drawing
- colour
- texture
- creativity

### **English**

- evaluating
- explaining
- presenting ideas
- technical vocabulary

## **9. Sustainability**

As part of our Catholic responsibility to care for God's creation, children are encouraged to become environmentally responsible designers.

Pupils learn to:

- reduce waste;
- reuse materials where appropriate;
- recycle responsibly;
- consider environmental impact;
- select sustainable materials;
- understand responsible manufacturing.

Children are encouraged to consider how thoughtful design can improve people's lives while protecting the environment.

## **10. Careers Education**

Design and Technology helps children understand how learning links to future careers.

Children are introduced to careers including:

- engineering;
- architecture;
- product design;
- manufacturing;
- construction;

- food technology;
- graphic design;
- fashion design;
- robotics;
- environmental engineering.

This helps pupils recognise the relevance of Design and Technology in everyday life and broadens their aspirations.

## 11. Early Years Foundation Stage (EYFS)

Design and Technology begins in the Early Years through the **Expressive Arts and Design** and **Physical Development** areas of learning, alongside opportunities across the wider curriculum.

Children are encouraged to:

- explore a range of materials and construction resources;
- investigate how things work;
- safely use simple tools and equipment;
- build, join and construct using a variety of materials;
- plan and adapt their ideas;
- develop fine motor skills;
- solve practical problems through play;
- talk about what they have created.

Learning is practical, child-centred and enquiry-based, providing a strong foundation for future Design and Technology learning.

## 12. Inclusion and Adaptive Teaching

At St Joseph's Catholic Primary School, we believe that every child should experience success in Design and Technology.

Lessons are carefully adapted to ensure that all pupils, including those with SEND, disadvantaged pupils and the most able learners, can access the curriculum and make excellent progress.

Adaptive teaching may include:

- practical demonstrations
- visual instructions
- step-by-step modelling
- adapted equipment
- scaffolded planning sheets
- word banks
- adult support where appropriate
- pre-teaching of vocabulary
- flexible grouping
- additional challenge for higher attaining pupils.

Teachers maintain high expectations for every learner whilst recognising that children may demonstrate their understanding in different ways.

Where pupils have an EHCP or SEND Support Plan, Design and Technology activities are adapted in line with individual targets and recommendations from external professionals where appropriate.

## 13. British Values

Design and Technology contributes to the promotion of British Values by encouraging pupils to:

### **Democracy**

- work collaboratively
- share ideas
- listen respectfully to others
- make group decisions.

### **Rule of Law**

- follow health and safety procedures
- use tools responsibly
- understand why rules keep everyone safe.

### **Individual Liberty**

- make independent design choices
- express creativity
- evaluate their own work.

### **Mutual Respect**

- value the ideas of others
- provide constructive feedback
- celebrate different approaches to design.

### **Tolerance**

- appreciate different cultures, traditions and design influences from around the world
- understand how products are designed to meet the needs of different communities.

## **14. Health and Safety**

Health and safety is of paramount importance during Design and Technology lessons.

Teachers will ensure that:

- appropriate risk assessments are carried out where necessary;
- pupils receive clear safety instructions before practical activities;
- tools and equipment are age-appropriate;
- pupils are supervised appropriately;
- equipment is regularly checked and maintained;
- food hygiene guidance is followed during cooking activities;
- allergies and dietary requirements are identified before food preparation.

Children are taught to use tools safely and responsibly and understand that safe working practices are an important part of becoming successful designers.

## **15. Cooking and Nutrition**

Cooking is an important part of the Design and Technology curriculum.

Children learn to:

- understand the principles of healthy eating;
- prepare simple dishes safely and hygienically;
- understand where food comes from;
- develop practical cooking skills;
- appreciate the importance of a balanced diet.

Where food is prepared, parents will be informed in advance and dietary requirements, allergies and medical needs will always be taken into consideration.

## **16. Assessment**

Assessment is ongoing and informs future teaching.

Teachers assess children's learning through:

- observation
- questioning
- discussion
- practical outcomes
- design journals
- evaluation activities
- pupil explanations
- self-assessment
- peer assessment.

Assessment focuses on children's ability to:

- investigate
- design
- make
- evaluate
- apply technical knowledge.

Teachers use assessment information to identify misconceptions, celebrate achievement and plan next steps.

## **17. Monitoring Progress**

Progress is monitored through:

- lesson observations
- learning walks
- work scrutiny
- design portfolios
- pupil voice
- assessment information
- discussions with staff
- curriculum monitoring.

Monitoring ensures that the curriculum remains ambitious, inclusive and progressive across all year groups.

## **18. Educational Visits and Visitors**

Where appropriate, children are provided with opportunities to enhance their Design and Technology learning through:

- educational visits;
- workshops;
- visiting designers and engineers;
- STEM events;
- links with local businesses;
- community projects.

These experiences help children understand how Design and Technology is used in everyday life and inspire future aspirations.

## **19. Digital Technology**

Digital technology is used to enhance learning where appropriate.

Children may use technology to:

- research existing products;
- create digital designs;
- evaluate products;

- record learning;
- present ideas.

Digital resources are used safely and in accordance with the school's Online Safety Policy.

## 20. Pupil Voice

Children are encouraged to reflect upon and evaluate their own learning.

Pupil voice is gathered through:

- questionnaires;
- interviews;
- curriculum discussions;
- work scrutiny;
- lesson observations.

Feedback from pupils informs future curriculum development and helps ensure that Design and Technology remains engaging, relevant and challenging.

## 21. Enrichment Opportunities

Children have opportunities to develop their skills beyond the classroom through:

- STEM projects;
- enterprise activities;
- design competitions;
- themed curriculum days;
- fundraising projects;
- community initiatives;
- collaborative projects.

These opportunities encourage creativity, teamwork and problem-solving while developing confidence and resilience.

## The Role of Design and Technology Leader at St Joseph's Catholic Voluntary Academy

At St Joseph's, Design and Technology is an important part of our broad and balanced curriculum. It enables children to develop creativity, problem-solving skills, practical knowledge and an understanding of how design and technology can improve the world around them.

Through Design and Technology, pupils are encouraged to become confident designers, makers and evaluators who can apply knowledge from a range of subjects, including mathematics, science, computing and art. The subject supports our wider school values by encouraging perseverance, collaboration, respect for the ideas of others and responsible use of resources.

All members of staff share responsibility for ensuring that Design and Technology is taught effectively and that all pupils, including those with Special Educational Needs and Disabilities (SEND), disadvantaged pupils and pupils with English as an Additional Language (EAL), are supported to access and succeed within the curriculum.

## Subject Leader Responsibilities

The Design and Technology Subject Leader is responsible for:

- Providing strategic leadership and direction for Design and Technology across the school.
- Ensuring that the curriculum is ambitious, progressive and aligned with the National Curriculum.
- Developing and maintaining a clear progression of knowledge, skills and vocabulary from Foundation Stage to Year 6.
- Supporting teachers to plan and deliver high-quality Design and Technology lessons.

- Ensuring that design projects build systematically on pupils' previous learning.
- Monitoring teaching and learning through lesson visits, book scrutiny, pupil discussions and curriculum reviews.
- Identifying strengths and areas for development within the subject.
- Supporting staff with subject knowledge development and access to appropriate resources.
- Ensuring that assessment approaches accurately reflect pupils' progress in Design and Technology.
- Promoting opportunities for pupils to apply creativity, problem-solving and practical skills.
- Ensuring that health and safety procedures are followed when using tools, materials and equipment.
- Ensuring equality of opportunity and accessibility for all pupils.
- Keeping up to date with developments in Design and Technology education and relevant national guidance.
- Reporting regularly to senior leaders and governors regarding curriculum development and impact.

### Headteacher Responsibilities

The Headteacher is responsible for:

- Ensuring that Design and Technology is given appropriate importance within the curriculum.
- Ensuring that the subject meets statutory requirements and reflects the aims of the National Curriculum.
- Providing appropriate support, time and resources for effective subject leadership.
- Ensuring staff have access to relevant professional development.
- Supporting the Subject Leader in monitoring and evaluating curriculum quality.
- Ensuring that pupils' entitlement to a broad and balanced curriculum is maintained.
- Ensuring that safeguarding and health and safety requirements are met.

### Governors' Responsibilities

The Governing Body is responsible for:

- Supporting and challenging leaders to ensure that Design and Technology contributes effectively to pupils' wider education.
- Ensuring that statutory curriculum requirements are met.
- Monitoring the impact of Design and Technology provision as part of the school's curriculum monitoring processes.
- Supporting the school's commitment to providing a rich, ambitious and inclusive curriculum.
- Ensuring that appropriate resources are available to support high-quality teaching and learning.
- Understanding how Design and Technology contributes to pupils' personal development, creativity and preparation for life beyond primary school.

### Resources

At St Joseph's, we recognise that high-quality Design and Technology teaching requires access to appropriate materials, tools and equipment.

Resources are selected carefully to:

- Support the development of practical skills.

- Enable pupils to design, make and evaluate meaningful products.
- Develop creativity, independence and problem-solving.
- Ensure pupils experience a range of materials, mechanisms, structures, electrical systems and food technology.
- Support accessibility for all learners.

Resources are stored safely and reviewed regularly to ensure they are suitable, well maintained and appropriate for pupils' age and developmental stage.

The school ensures that appropriate risk assessments and safety procedures are followed when pupils use tools, equipment and materials.

### **Staff Training and Continuing Professional Development (CPD)**

St Joseph's is committed to ensuring that staff have the knowledge, confidence and skills required to deliver an effective Design and Technology curriculum.

Professional development may include:

- Staff meetings and curriculum briefings.
- Subject knowledge development.
- Sharing of effective practice.
- External training opportunities.
- Collaboration with other schools and professional networks.
- Guidance and support from the Subject Leader.

The Subject Leader identifies areas where staff may require additional support and provides appropriate guidance to ensure consistency and quality across the school.

### **Monitoring and Evaluation**

The effectiveness of Design and Technology provision is monitored through a range of approaches, including:

- Lesson visits.
- Work scrutiny.
- Pupil voice.
- Staff discussions.
- Curriculum reviews.
- Evaluation of planning and progression.
- Monitoring of resources and subject development.

Monitoring focuses on:

- The quality of teaching and learning.
- Progression of knowledge and skills.
- Pupil engagement and enjoyment.
- The accessibility of learning for all pupils.
- The extent to which pupils can apply their knowledge creatively and practically.

Findings from monitoring inform future curriculum development and professional development priorities.

### **Curriculum Impact**

The impact of Design and Technology at St Joseph's is measured by how successfully pupils:

- Develop practical skills and confidence in designing and making.
- Apply knowledge from different curriculum areas.
- Generate, develop and communicate design ideas.
- Select and use appropriate tools and materials safely.
- Evaluate and improve their products.

- Develop creativity, resilience and problem-solving skills.
- Understand the role of technology and design in everyday life.

By the end of Key Stage 2, pupils will have developed a secure understanding of the design process and will be able to independently apply skills, knowledge and vocabulary across a range of projects.

Pupils will understand that Design and Technology is not simply about making products, but about identifying problems, designing solutions and evaluating their impact.

### **Policy Review**

This policy will be reviewed every three years or sooner if required due to:

- Changes in statutory guidance.
- Updates to the National Curriculum.
- Changes in school priorities.
- Recommendations from monitoring activities.

The Design and Technology Subject Leader will be responsible for reviewing and updating this policy in consultation with senior leaders.

The reviewed policy will be presented to governors for approval.

### **References and Statutory Guidance**

This policy has been written with reference to:

- National Curriculum for England: Design and Technology Programmes of Study (2014)
- Early Years Foundation Stage Statutory Framework
- Equality Act 2010
- Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015)
- Health and Safety Executive guidance relating to practical activities in schools
- Ofsted Education Inspection Framework (EIF)

### **Linked School Policies**

This policy should be read alongside:

- Curriculum Policy
- Teaching and Learning Policy
- Assessment Policy
- SEND Policy
- Equality Policy
- Health and Safety Policy
- Safeguarding and Child Protection Policy
- Accessibility Plan