



St Joseph's Catholic Primary School

Design and Technology Policy

Policy Date: July 2026

Policy Lead: Design and Technology Subject Leader

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.

Aims of the Curriculum

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.

Our curriculum design is based on evidence from cognitive science; three main principles underpin it:

- Learning is most effective with spaced repetition.
- Interleaving helps pupils to discriminate between topics and aids long-term retention.
- Retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength

Design Technology – Curriculum Intent

At St Joseph's the intent of our design technology curriculum is to prepare our children for an increasingly technological world. We aim to support children to develop skills of enquiry, creativity, and evaluation, by providing a rich and varied design technology curriculum. They can learn and use skills across the National curriculum areas of design, structure, mechanisms, and food.

Children are encouraged to be confident with their ideas and creativity. It is also important that they build evaluation skills and that they know how to critique their own work and that of others. Opportunities are given to work both independently and as part of a group to complete a project. This requires children to develop the skills to work both collaboratively and independently, to achieve better outcomes. Children can develop subject specific skills whilst acquiring new language through the explicit teaching of technical vocabulary. We aim for children to have a purpose for their product and offer a variety of platforms for their work to be seen and celebrated by our wider school community. At the beginning of each new project, the skills used in previous learning are revisited when establishing the skills required for a new project.

Design Technology – Implementation – Planning and Teaching

Our DT curriculum is designed to build upon skills with careful mapping across the key stages. The knowledge and skills progression map for Design Technology is organised so that children will revisit and build upon existing skills to make their products in different areas of design. They will be encouraged to design and create structures, mechanisms, textiles, electrical systems and food products. The use of the Knowledge Organisers gives a clear picture of each individual project including the key vocabulary to be taught. Teachers plan to ensure that the children have access to high-quality resources, tools and well stocked materials to enable effective curriculum delivery. Design technology takes place termly consisting of two DT days and a DT week each academic year.

Design technology is taught using the Talk for Writing three I's approach: Imitation, Innovation and Independent application. The imitation phase allows children to learn new technical knowledge and skills. During the innovation phase, the children develop their new learning, whilst applying it in a different context. The final phase is independent application where the children can use what they have learned to create something of value.

During each phase, the children are encouraged to ensure that the products that they design are suitable to the user, have good functionality and are fit for purpose. These opportunities to evaluate are a key part of their DT learning.

Design Technology – Impact

The intended impact of the DT curriculum is children;

- learn how to design and make a variety of products across a range of areas including: textiles; mechanisms; cooking and nutrition; structures; electrical systems and joining techniques.
- acquire the knowledge, concepts and skills outlined in the National Curriculum alongside a positive attitude and enjoyment towards Design Technology.
- can talk about their learning and remember what skills and new vocabulary they have learnt.
- have the confidence to be innovative, resilient risk-takers.
- should be able to celebrate their learning and have the confidence to further explore the possibilities presented by the creative world.

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.

Assessment, Recording and Reporting

Assessment occurs through the teacher's ongoing assessment of children through observation and questioning during the DT lessons. Teachers observe children working during the lesson, question them and give verbal feedback to help children to improve their work. Children are encouraged to assess and evaluate both their work and that of other pupils to help them to appreciate how their work can be improved and what their next steps are. Teachers then complete an assessment grid for the class, using a traffic light system for each skill component.

Subject Enhancement/Cultural Capital

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.

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.

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.

