DT Policy

Date approved	Committee responsible for review of policy	Next review date	Policy on website	Statutory policy
September 2025	FGB	September 2027	No	No

Headteacher: Mrs Fiona Micklefield

1. Purpose of the policy

This policy reflects the aims and values of St Lawrence CE Primary School. It ensures all stakeholders, including staff, governors, parents and pupils, are working towards the same goals.

The purpose of this policy is to:

- Set out a framework for all teaching and non-teaching staff, giving guidance on planning, teaching and assessment
- Demonstrate adherence to the National Curriculum objectives and guidelines (if appropriate)
- Provide clear information to parents and carers about what their children will be taught
- Allow the governing board to monitor the curriculum
- Provide Ofsted inspectors with evidence of curriculum planning and implementation

2. Subject vison

The National Curriculum states that Design and Technology should be an inspiring, rigorous and practical subject where pupils can use their creativity and imagination; here at St Lawrence CE Primary we strive to ensure that children have the ability to do just that. We believe that it is crucial for children to be given the opportunity to develop their problem-solving skills through designing and testing a range of products during their time with us – building on the practical skills taught across a seven-year period. Children are able to draw on their knowledge from mathematics, science, engineering, computing and art to support their learning in DT. They will learn how to manage risk and work safety with the range of tools and equipment needed for each project - having opportunities to develop this further by exploring link opportunities with our local secondary schools.

3. Aims and outcomes

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 in order 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

4. Teaching and learning

The children's Design and Technology experiences start within our EYFS curriculum; pupils are given the opportunity to build and 'make' using their imagination and knowledge of the world through construction corners, mathematics lessons and exploratory play. They are able to bake in small groups, gaining an understanding of food and how products are made.

These foundations are then then built upon in KS1 and KS2 where each year group has the opportunity to complete both a practical 'designing and making' project and a 'cooking and nutrition' project per year. We believe it is important for children to build on their skills and knowledge each year; with this in mind, the key skills and knowledge needed for DT in each year group has been mapped out carefully across key stages to ensure progression is evident. All of our units of work follow the National Curriculum structure of 'Design, Make and Evaluate'. Children have the opportunity to adapt their designs when problems occur and are encouraged to refer back to technical knowledge and vocabulary during the problem-solving process.

Teaching approaches are varied, but might include:

- Whole-class teaching
- Small group work
- Handling existing products
- Taste testing
- Individual projects/research
- Practical sessions using a range of tools and equipment

5. Curriculum overview

Please see the hyperlink below which takes you to the whole school subject overview on the school website where you can see the subject content across all year groups from EYFS, Key Stage 1 to Key Stage 2.

Curriculum overview

5.4 Programmes of study

Please see the hyperlink below which takes you to the National Curriculum.

National Curriculum

6. Cross-curricular links

In DT, there are many opportunities for cross curricular links. This may include:

DT shares links with the following subjects:

- English: development of literacy skills through reading and writing
- Maths: measuring materials and weighing ingredients
- ICT: use of the internet for research and programming
- Science: use of electrical circuits
- Geography: where food comes from

- Spiritual, moral, social and cultural (SMSC): encourages empathy towards other cultures and religions, and reflection on moral issues

7. Assessment and recording

7.1 Assessment

St Lawrence CE Primary School uses assessment to enable staff to understand what pupils have learnt before, what they need to learn now and what they will learn next.

Formative assessment
Formative assessment is ongoing and will be used to inform teachers in relation to their planning, lesson activities and differentiation.

Summative assessment
Summative assessment is recorded at the end of each unit of work.

Feedback

Children receive regular feedback during the lesson and can receive this at the beginning of the next.

7.2 Recording

Pupils will record their learning in the following ways:

- Subject books
- Year R Individual Learning Journey or on Tapestry

This may take the form of photographs, pictures, notes or written work, and may be worksheet-based or fully independent.

8. Resources

8.1 Educational equipment

In DT lessons, we use a variety of resources such as:

- cooking equipment
- a range of tools for cutting, shaping and joining
- construction materials, textiles and ingredients
- sewing equipment

8.2 External speakers, local museums, trips

To further engage pupils in DT, they have the opportunity to take part in a STEAM workshop to understand the process of inventing. St Lawrence pupils visit local secondary schools to participate in activities that develop their DT skills.

9. Roles and responsibilities

9.1 Headteacher

The headteacher at our school will:

- Support the subject leader but also hold them to account for the effectiveness of the subject
- Support staff through the provision of training and resources
- Monitor the planning and delivery of the subject
- Ensure the requirements of the National Curriculum are met
- Ensure this policy is reviewed according to the timescales set out

9.2 Subject leader

The subject leaders at our school will:

- Prepare and review subject policy and curriculum plans
- Promote the study of the subject throughout the school
- Monitor the teaching and assessment of the subject
- Attend appropriate CPD
- Stay informed regarding developments in the study and teaching of the subject
- Evaluate resources
- Provide training and CPD to staff on the subject curriculum and its delivery, and keep them informed about subject developments nationally
- Assess the impact of the subject curriculum on pupils' learning and development
- Make presentations to governors on the subject and how it is being taught

9.3 Classroom teacher

Classroom teachers at our school will:

- Teach and assess the subject according to the principles laid out in this policy
- Report to the subject leader
- Maintain subject knowledge and appropriate CPD

9.5 Parents

The parent community at our school will:

- Make sure their children are prepared for learning
- Sign the home school agreement

10. Inclusion

Teachers set high expectations for all pupils in DT. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with special educational needs (SEN)
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so pupils with SEN and/or disabilities can study DT, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in DT.

A Support and challenge section forms part of the learning journey planner.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

11. Links to other policies

This subject policy links to the following policies and procedures:

- Curriculum policy
- Assessment policy
- Feedback policy
- SEN policy

12. Monitoring and review

This policy will be reviewed by staff and governors every 2 years.

Head Teacher's signature
(Fiona Micklefield)

Chair of Governors' signature
(Paul Whitty)