DESIGN & TECHNOLGY POLICY

Approved by:	**Local Governing Body**	**Date: September 2026**
Signed by:	**Chair of the Governing Body**	
Last reviewed on:	**September 2025**	
Next review due by:	**September 2027**	

What is Design Technology?

We believe that Design Technology helps children to become problem solvers through practical tasks, using creativity and imagination. It signifies an essential aspect of individual development to which all pupils are entitled. It develops the knowledge, concepts, skills and attitudes that enable pupil to engage in a board range of creative activities in response to identifying needs and problems. It is a thinking, doing, finding out activity about the world around us, of industry, commerce and business. It involves relationships between ideas, judgements and the manipulation of materials, systems and equipment. It supports creative capability that can be applied to real life situations.

The purpose of Design Technology is that it draws its information from human knowledge and is concerned with the manipulation of materials and systems to meet human needs.

Aims and Objectives

Our aims in teaching Design Technology are that children will:

- Be made aware of, and develop skills needed to meet the problems they will encounter in their future lives.
- Be introduced to the tools for technology and their safe use within a framework which is familiar to them, bearing in mind the Design Technology Safety Policy.
- Develop lively, enquiring, imaginative and creative minds with the ability to question and argue rationally, and apply themselves to tasks.
- Be able to question the world in which they live.

Strategies for Teaching and Learning in Design Technology

Design Technology is taught as three projects per year for all pupils from Year 1 to Year 6. Nursery and Reception also have a Design Technology program they follow linked to the Ages and Stages within the Foundation Stage curriculum that encourages their natural curiosity through play and practical exploration.

The framework of teaching skills for teaching Design Technology at Castlefort Academy is linked to the National Curriculum.

Design Technology is important because:

- It is widely used in society, both in everyday situations and in the world of work.
- It can be used to represent or communicate ideas, to predict, to explain and to verify.
- It is interesting and enjoyable providing intellectual challenge and aesthetic pleasure.

Design and Technology is a foundation subject of the National Curriculum. Design Technology is now taught through topics. Each topic includes a series of lessons with design technology tasks. All aspects of design Technology are covered- Construction, Mechanisms, Cooking and Nutrition, Sewing and Textiles and Woodwork. Children work on tasks individually or in pairs or within a small group.

The emphasis in the teaching of Design Technology is on first-hand experience where teachers encourage children increasingly to take control of their own learning. Thus investigative work is common. Tools and materials are organised in a way that makes them readily accessible and children are encouraged to take joint responsibility for the care and storage of tools and materials.

Excellence in Design Technology is celebrated on classroom displays and exhibits throughout the academy.

EYFS

Early Years use the September 2023 revised Development Matters/ Birth to 5 document to plan adult-led lessons and independent activities for the children to access through play and continuous provision for a range of topics across the year, as well as in weekly circle time discussions. The different aspects of the Design Technology are encompassed within Expressive Arts and Design in the Foundation Stage Curriculum, however elements can also be found in other areas of learning (Personal, social and emotional development, Physical development and Understanding of the world). Children are also given the opportunity to complete Design Technology activities with their parents through home learning projects.

The following Design and Technology objectives are covered in EYFS:

Birth to three	Understanding the World.	• Repeat actions that have an effect. • Explore materials with different properties. • Explore natural materials, indoors and outside.
	Expressive Arts and Design	• Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. • Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. • Start to develop pretend play, pretending that one object represents another. • Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. • Use their imagination as they consider what they can do with different materials. • Make simple models which express their ideas.

Three and Four-Year-Olds	Personal, Social and Emotional Development	• Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.
	Physical Development	• Use large-muscle movements to wave flags and streamers, paint and make marks. • Choose the right resources to carry out their own plan. • Use one-handed tools and equipment, for example, making snips in paper with scissors.
	Understanding the World	• Explore how things work.
	Expressive Arts and Design	• Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects.

Reception	Physical Development	• Progress towards a more fluent style of moving, with developing control and grace. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
	Expressive Arts and Design	• Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills.

ELG	Physical Development	Fine Motor Skills	• Use a range of small tools, including scissors, paintbrushes and cutlery.
	Expressive Arts and Design	Creating with Materials	• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used.

Here are the objectives of the National Curriculum:

Key Stage 1

1. Design – Design purposeful, functional, appealing products.
2. Make – Select from and use a range of tools and equipment to perform practical tasks.
3. Evaluate – Explore and evaluate products and ideas.
4. Technical Knowledge – Build structures, exploring different ideas including mechanisms.
5. Cooking and Nutrition – Use basic principles of a healthy diet and understand where food comes from.

Key Stage 2

1. Design – Research, develop and design purposeful, functional, appealing products. Use diagrams and annotate sketches.
2. Make – Select from and use a range of tools and equipment, including construction materials, textiles and ingredients.
3. Evaluate – Explore and evaluate products and ideas taking into account others views to improve work. Also to recognise how individuals work has shaped the world.
4. Technical Knowledge – Build structures, exploring different ideas. Use mechanical systems e.g. gears, pulleys, and levers. To understand and use electrical systems. Use electrical systems including switches, bulbs, motors and circuits.
5. Cooking and Nutrition – Use basic principles of a healthy diet, cook and prepare food and understand seasonality. To become competent in using a range of cooking techniques.

Resources

Every class is stocked with scissors, glue, rulers, paper and card. All other resources are centrally stocked in the DT resource cupboard. Teachers plan their topic activities following the academy MTP and advise the co-ordinator of what specific resources they need to deliver the curriculum objectives.

Pupils are taught safe use of all tools as part of each task set, such as using a saw, glue gun, sewing needle, but this is always supervised by an adult.

Homework Projects

Every year group from Year 1- 6 will have a termly homework project linked to their current topic which will contain an element of design and technology. This will develop curiosity for a particular area of DT. These homework projects are celebrated in academy and photographs are recorded in the class books.

Strategies for Assessment, Recording and Reporting

Feedback to pupils about their own progress in Design Technology is achieved through discussion and marking of work in line with the academy's marking policy.

Effective marking:

- Aims to help children learn, not to find fault, and comments aim to be positive and constructive.
- Is often done while the task is being carried out through discussion between the pupil and teacher.

Formative Assessment is used to guide the progress of individual pupils in Design Technology. It involves identifying each child's progress in each aspect of the subject, determining what each child has learned and what therefore should be the next stage in his/her learning. Formative Assessment is mainly carried out informally by teachers in the course of their teaching. Suitable tasks for assessment include:

- Small group discussions, perhaps in the context of a practical task.
- Specific assignments for individual pupils.
- Individual discussions in which children are encourages to appraise their own work and progress.

Records of progress in Design Technology:

- Children from Year 1-6 have a Design Technology booklet for each topic/project they complete.
- This booklet takes children through the full journey including research and testing, planning for initial ideas, final designs, make and evaluate.
- parent workshops evidenced in the class celebration book.
- Examples of children's work, children's evaluations and photographs are also celebrated in children's topic books.

Equal Opportunities and Inclusion

Pupils with special educational needs are able to develop confidence and express their feelings in Design Technology, as it is a subject in which success does not depend on academic ability. They include:

- Pupils with learning difficulties who may find opportunities to excel.
- Pupils with particular ability and flair for Design Technology who work more quickly through the levels of the National Curriculum are extended through the use of more advanced techniques and materials.

Health and Safety

In view of the very practical nature of technology, awareness of health and safety issues is essential and should be considered, addressed and reinforced on a regular basis.

Pupils need to be taught how to take reasonable care at all times to ensure the safety of themselves and others.

Tools and equipment need to be stores safely and in a manner which will allow a quick visual check to ensure that all equipment has been returned at the end of a session.

When new tools are introduced, their operation should be demonstrated and safety issues highlighted.

Pupils must be supervised at all times when using equipment (particularly when using sharp blades.

All electrical equipment must be tested on a regular basis and regular maintenance undertaken to ensure safety. Under no circumstances should electrical equipment be used near water. Children must only work with such equipment when they have ensured their hands etc. are thoroughly dry.

At the end of a session equipment should be correctly replaced in an appropriate safe storage area.

Sufficient space must be provided to allow children to carry out tasks safely. This includes assessing whether the number of children is appropriate to allow the task to proceed safely.

Children should be dressed suitably and the use of aprons, gloves or goggles considered in relation to the activity involved.

Where the teaching includes foodstuffs, correct hygiene procedures must be followed and work surfaces must be appropriate.

Where any doubt exists reference must be made to the LA guidelines for Health and Safety and contents of the academy's Health and Safety Policy.

Monitoring and Review

The Design Technology Leader at Castlefort Academy is responsible for the monitoring and implementation of this policy. The subject leader reports to the Headteacher on the effectiveness of the policy and to the Governing Body upon its review.