



DESIGN TECHNOLOGY POLICY

Staining CofE Primary School Vision for Design Technology

Our School Drivers: Explore the World, Live Well, Thrive in Life & Make a Difference



At Staining Church of England Primary School, we believe Design Technology is a creative, practical and purposeful subject in which every child can become a designer, maker and problem-solver. We want children to be curious about the designed world around them, to understand how and why products work, and to have the confidence to imagine, create, test and improve their own solutions.

Design Technology is not simply about producing a finished product. It is about developing the knowledge, skills and attitudes needed to respond creatively to real problems and purposes. Through designing, making and evaluating, pupils learn to make informed choices, work with increasing independence and recognise that experimentation, mistakes and refinement are valuable parts of the design process.



Our curriculum is rooted in our school values of Aim High, Be Kind, Show Respect, Work Hard and Teamwork. We encourage pupils to persevere when a design does not work as expected, respect different ideas and approaches, collaborate effectively and take pride in the process as well as the outcome. We want every child to see themselves as a designer in the making and to understand that Design Technology can make a positive difference to people and the world around them.



How we learn to wonder in DT

At Staining Primary School, we want every child to leave with both excellent artistic knowledge and the confidence to think creatively, solve problems and express themselves. Our curriculum nurtures curious, respectful and enthusiastic learners who appreciate the diversity of artistic expression and recognise the value of creativity in the wider world.

Children are exposed to a broad range of artists, cultures and creative disciplines, developing an understanding of how art reflects different societies, beliefs and historical periods. Through ambitious learning opportunities, pupils build secure knowledge whilst developing imagination, curiosity and a lifelong appreciation of the arts.

How we grow in wisdom in DT

Design Technology is taught through a coherent and progressive curriculum in which knowledge, vocabulary, techniques and practical skills are revisited and developed over time. Units are rooted in purposeful contexts and follow the design, make and evaluate cycle.

Lessons should balance the teaching of knowledge and technical skills with opportunities for pupils to apply, experiment and make decisions for themselves. We model processes and the safe use of tools and materials before pupils are given increasing independence to select, adapt and refine their approaches.



Curriculum Structure and Progression - Curriculum planning identifies the knowledge, technical vocabulary, practical skills and processes pupils need to develop. Learning builds on prior experiences so that pupils become increasingly confident and independent when selecting materials, tools, techniques and mechanisms. Projects are selected because they provide genuine opportunities to learn and apply Design Technology knowledge and skills, rather than simply because they produce an attractive finished item.

Teaching and Learning - Teachers explicitly teach the knowledge, vocabulary and practical techniques required for each unit. Using clear demonstrations and modelling, particularly when introducing unfamiliar tools, materials, processes or mechanisms. Pupils are given opportunities to investigate existing products, generate ideas, make prototypes, test solutions and modify designs.

Pupils work both independently and collaboratively (with occasional opportunities to work with adults during parent workshops), developing communication, teamwork and resilience alongside technical competence. Mistakes and unsuccessful prototypes are treated as useful evidence. Pupils are encouraged to identify problems, consider why something has not worked and make informed changes. Assessment for learning is embedded throughout the design and making process and informs subsequent teaching and support.

Links with Art and Other Subjects - Design Technology has strong and purposeful links with Art and Design and with other areas of the curriculum. Both subjects provide opportunities for creativity, experimentation, visual communication and reflection, while retaining distinct disciplinary knowledge and skills. Cross-curricular links are used where they strengthen learning and provide an authentic context rather than replacing the subject-specific teaching of Design Technology.

Inclusion and Adaptive Teaching - Design Technology is for every child. Teaching is adapted so that all pupils can access the knowledge, practical experiences and decision-making at the heart of the subject. Teachers use appropriate scaffolding, modelling, adapted tools or materials and additional support where required, while maintaining high expectations. Pupils are encouraged to work towards increasing independence and to make genuine design decisions wherever possible.

Safety - Safe working practices are an essential part of Design Technology. Teachers assess activities appropriately and teach pupils how to use tools, equipment and materials safely and responsibly. Resources are checked and maintained, and pupils are taught to care for shared equipment and workspaces. Safety guidance is revisited whenever a new tool, material or process is introduced.

Assessment - Assessment in Design Technology focuses on the knowledge, understanding and practical skills pupils are developing, as well as their ability to apply these through the design process. Teachers use observation, questioning, discussion, design work, practical outcomes, evaluation and pupil reflection to identify progress and next steps. Assessment considers the quality of the design thinking and problem-solving process, not simply the appearance of the final product.



How we shine like stars in Art

The impact of our Design Technology curriculum is seen in pupils who become increasingly knowledgeable, creative, capable and resilient designers and makers. Children understand that Design Technology is a process of thinking, creating, testing and improving, and they become increasingly confident in applying their knowledge to new problems and contexts.

Pupils demonstrate increasing independence when investigating problems, generating ideas, selecting materials and techniques, making products and evaluating their work. They can explain their choices, use appropriate technical vocabulary and respond constructively when a design needs to change. We value purposeful review and critique. Pupils learn to form and communicate informed opinions, evaluate products against criteria and consider how a design might be improved. They understand that the design journey, experimentation and adaptation are central to the discipline.

We also celebrate creativity and originality. A perfect product is not the measure of success; rather, pupils are encouraged to take pride in their ideas, learn from the process and share their work for appreciation, review and celebration.

By the Time Pupils Leave Staining they should be ...

Knowledgeable - pupils have developed secure knowledge of a range of materials, components, techniques, mechanisms, structures, systems and processes appropriate to their age.

Creative - pupils can generate, communicate and develop original ideas for purposeful products and solutions.

Resourceful - pupils can select and use appropriate materials, tools and techniques and adapt their approach when faced with a problem.

Resilient - pupils understand that testing, mistakes, trial and error and refinement are valuable parts of designing and making.

Critical - pupils can evaluate their own and others' products against criteria, explain design choices and identify improvements.

Collaborative - pupils can listen to and respect different ideas, contribute to shared projects and work effectively with others.

Ready to Shine - pupils leave with the confidence, practical skills and problem-solving mindset to apply Design Technology beyond the classroom and to recognise how design can make a positive difference to people's lives and the world around them.

Resources

At Staining Primary School, Design Technology resources are selected to support a broad, progressive and practical curriculum. Materials, tools and equipment are stored appropriately,



checked regularly and maintained so that they are safe and fit for purpose. Resources are used purposefully to develop technical knowledge and practical skills, and are adapted where necessary so that all pupils can access the curriculum.

The school seeks to develop a useful stock of materials and equipment so that teachers can offer pupils meaningful choices within projects. Opportunities to work with parents, visitors and other

members of the community may be used to broaden pupils' experiences and show how Design Technology is used beyond school.

Role of the subject leader

Monitoring of the standards of children's work and the quality of teaching in Design Technology is the responsibility of the subject leader. The subject leader provides strategic direction for the subject and supports colleagues in developing their knowledge and confidence.