St. Chad's R.C. Primary School

Design and Technology Policy

"At St. Chad's, we grow in the light of Christ, to share his love and reflect the gospel values."

Mission Statement

At St Chad's, our Design and Technology curriculum is rooted in our mission to *grow in the life of Christ, share His love, and reflect Gospel values*. Through DT, pupils are encouraged to use their God-given creativity and problem-solving skills to design purposeful products that serve others and promote stewardship of creation. We foster a culture of collaboration, compassion, and ethical responsibility, ensuring that projects reflect care for the environment, inclusivity, and the dignity of all people. DT provides opportunities for pupils to explore how innovation can be used to improve lives, support communities, and express love through service — living out our Gospel values in practical and meaningful ways.

St Chad's School works within the Conventions of the Rights for the Child.

Article 31 (leisure, play and culture) Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

This policy was last reviewed: October 2026

Next review: October 2027

This policy should be read in particular with St Chad's Safeguarding Policy and Health and Safety Policy.

Intent – Our vision for Design & Technology

Our Design and Technology scheme of work aims to inspire pupils to be innovative and creative thinkers who have an appreciation for the product design cycle through ideation, creation, and evaluation. We follow the Kapow DT Primary Curriculum. At St Chad's we want pupils to develop the confidence to take risks, through drafting design concepts, modelling, and testing and to be reflective learners who evaluate their work and the work of others. Throughout our teaching and learning in this subject, we aim to build an awareness of the impact of design and technology on our lives and encourage pupils to become resourceful, enterprising citizens who will have the skills to contribute to future design advancements.

Our Design and Technology scheme of work enables pupils to meet the end of key stage attainment targets in the National Curriculum. EYFS (Reception) long term plan provides opportunities for pupils to work towards the Development Matters statements and the Early Learning Goals.

Implementation – How we plan for, and teach Design & Technology

The Design and Technology National Curriculum outlines the three main stages of the design process: design, make and evaluate. Each stage of the design process is underpinned by technical knowledge which encompasses the contextual, historical, and technical understanding required for each strand. Cooking and nutrition has a separate section, with a focus on specific principles, skills, and techniques in food, including where food comes from, diet and seasonality.

The National curriculum organises the Design and Technology attainment targets under five subheadings or strands:

- Design
- Make
- Evaluate
- Technical knowledge
- Cooking and nutrition

At St Chad's we teach design technology through Kapow Primary's Design and Technology scheme. The scheme has a clear progression of skills and knowledge within these five strands across each year group and ensures that all requirements of the National Curriculum are met. It ensures a that skills that are taught progressively within each year group and that there is a focus on how these skills develop to ensure that attainment targets are securely met by the end of each key stage.

Through Kapow Primary's Design and Technology scheme, pupils respond to design briefs and scenarios that require consideration of the needs of others, developing their skills in six key areas:

- Mechanisms
- Structures
- Textiles
- Cooking and nutrition (Food)
- Electrical systems (KS2)
- Digital world (KS2)

Each of these key areas follows the design process (design, make and evaluate) and has a particular theme and focus from the technical knowledge or cooking and nutrition section of the curriculum. The Kapow Primary scheme is a spiral curriculum, with key areas revisited again and again with increasing complexity, allowing pupils to revisit and build on their previous learning.

Lessons incorporate a range of teaching strategies from independent tasks, paired and group work including practical hands-on, computer-based and inventive tasks. This variety means that lessons are engaging and appeal to those with a variety of learning styles. Teachers ensure that adjustments are made, if necessary, in every lesson to ensure that lessons can be accessed by all pupils and opportunities to stretch pupils' learning are available when required. Knowledge organisers for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts and vocabulary.

Strong subject knowledge is vital for staff to be able to deliver a highly effective and robust Design and Technology curriculum. Each unit of lessons provided by Kapow includes multiple teacher videos to develop subject knowledge and support ongoing CPD. Every effort has been made to ensure that

staff feel supported to deliver lessons of a high standard that ensure pupil progression.

Impact - How we evaluate learning in Design & Technology

The impact of Kapow Primary's scheme can be constantly monitored through both formative and summative assessment opportunities. Each lesson includes guidance to support teachers in assessing pupils against the learning objectives. Teachers use a feedback book to capture ongoing assessment and feed forward to lesson design. Furthermore, each unit has a unit quiz and knowledge catcher which can be used at the start and/ or end of the unit.

After the implementation of Kapow Primary Design and Technology, pupils should leave school equipped with a range of skills to enable them to succeed in their secondary education and be innovative and resourceful members of society.

The expected impact of following the Kapow Primary Design and Technology scheme of work is that children will:

- Understand the functional and aesthetic properties of a range of materials and resources.
- Understand how to use and combine tools to carry out different processes for shaping, decorating, and manufacturing products.
- Build and apply a repertoire of skills, knowledge and understanding to produce high quality, innovative outcomes, including models, prototypes, CAD, and products to fulfil the needs of users, clients, and scenarios.
- Understand and apply the principles of healthy eating, diets, and recipes, including key processes, food groups and cooking equipment.
- Have an appreciation for key individuals, inventions, and events in history and of today that impact our world.
- Recognise where our decisions can impact the wider world in terms of community, social and environmental issues.
- Self-evaluate and reflect on learning at different stages and identify areas to improve.
- Meet the end of key stage expectations outlined in the National Curriculum for Design and Technology.
- Meet the end of key stage expectations outlined in the National Curriculum for Computing.

EYFS – Reception

The team will plan for children to experience creative opportunities and develop key skills and techniques within the EYFS curriculum. There will be a focus on developing fine motor skills and learning how to plan, design and produce the finished project. The Reception class will be, where appropriate, included in whole school projects.

Personal Development

The scheme supports Spiritual, Moral, Social and Cultural (SMSC) development by encouraging pupils to:

Explore different perspectives.
Reflect on ethical issues.
Collaborate with others.
Appreciate cultural diversity through subject-specific content.

Lessons promote British values (democracy, the rule of law, individual liberty, mutual respect and tolerance) by incorporating activities that encourage debate, respect for differing opinions and an understanding of societal structures.

Inclusion

Kapow Primary's D&T curriculum is designed to be inclusive and representative, ensuring all pupils see themselves reflected in the products, users and contexts they explore.

The scheme features a diverse range of design traditions, food cultures, materials and technologies from around the world and encourages pupils to design with empathy and respect to a variety of users.

This approach helps challenge stereotypes, broaden perspectives and celebrate design as a practical, creative and culturally-rich human endeavour.

Design and Technology teaching offers opportunities for every pupil regardless of their protected characteristics. Children will be encouraged to share and express personal experiences through D and T work. Adaptive teaching meets the needs of all learners.

Kapow Primary's D&T scheme is designed to be fully adaptable for SEND pupils. Every lesson includes an adaptive teaching section, providing clear guidance on how activities can be modified to meet the needs of all learners.

Children learn in a variety of ways. As such, Kapow Primary's D&T lessons include a range of strategies to support and challenge every pupil, including:

Scaffolding – activities are designed with flexibility in mind, allowing for additional support or challenge where needed.

Multi-sensory approaches – lessons incorporate different elements to engage all learners.

Clear instructions and structured tasks – ensuring clarity and reducing cognitive load for pupils who benefit from additional support.

Opportunities for collaborative and independent learning – allowing pupils to work at their own pace while building confidence and independence.

By embedding adaptive teaching throughout, the scheme ensures that all pupils, regardless of their starting points, can access and succeed in their learning.

In addition, the step-by-step curriculum design supports pupils with SEND, avoiding sudden jumps in complexity at transition points and allowing for steady, manageable progression.

Marking

Marking will respect children's achievements and give positive feedback and feedback for improvement as appropriate. Marking is in accordance with our marking policy.

Assessment and Evaluation

Pupils work will be continuously assessed by the class teacher in line with the current POS. Children's own comments and ideas about their work are a vital part of the assessment process. A feedback book is completed recording pupils' achievements & next steps in learning. Teaching should be responsive, so assessment during Check It phases of the lesson should provide pupils with feedback which allows them to improve their work.

Health and Safety

Specific areas of the classroom may be designated for the carrying out of specific tasks e.g. food technology, woodwork. These areas must be always supervised. To prevent accidents movement between designated areas will only take place with the permission of the person supervising.

Pupils will not be allowed to work on projects whilst moving around.

Tools and equipment should be readily available and accessible to pupils. When no longer required, they should be returned to safe storage in the Technology cupboard.

Tools will only be used for their specific purpose. Hacksaws, hand-drills, vices, clamps, glue guns, hammers, wire cutters, hole-punches and tube-cutters will only be used with adult supervision.

Before using any tools, pupils are to be made aware of the safety procedures and of any potential hazards of using them.

Food tasting/cooking – it is vital that checks for food allergies take place prior to any activity involving food. This will mean informing all parents prior to conducting any food technology projects.

Food for such topics should always be newly purchased.

The displaying of safety guidelines in all classrooms is to be encouraged.

- **Risk management**: This involves teaching pupils to identify hazards, assess risks, and control them, as outlined in the Health and Safety Executive (HSE) guidelines.
- **Safe use of tools and equipment**: The curriculum includes instructions on the proper and safe use of machines, tools, and equipment to prevent accidents.
- **Workshop rules**: This includes following specific rules, such as not leaving machines running when finished or crowding around equipment.
- **Instruction and supervision**: Teachers provide relevant information, instruction, training, and supervision to ensure a safe environment.
- **Handling materials**: Safe handling, storage, and transportation of articles and substances are covered as part of the curriculum.
- **Integration**: Health and safety is not a separate subject but is integrated into the specific tasks and projects pupils undertake in their DT lessons.

Resources

Resources are stored and locked safely away. Tools, electrical components and other equipment are stored in the corridor outside Year 3. Some tools are stored in the DHT's office. Staff are responsible for the collection and return of all these resources. Any breakages must be reported to the D and T co-ordinator.

This policy will be reviewed annually.