



Kingsway Primary School Design Technology Policy

1. Aims and Vision

At our school, Design and Technology (DT) is an inspiring, practical subject that enables children to solve real-life problems through creativity and innovation. We believe DT equips pupils with essential life skills, encouraging them to think critically, take risks, and become resourceful designers.

Our DT curriculum is underpinned by our core values:

- We care about togetherness – we collaborate, share ideas, and work as a team to design and create.
- We thrive on difference – we celebrate individuality, encouraging unique and innovative solutions.
- We are passionate about learning – we foster curiosity, resilience, and pride in the design process.
- We are inspired to grow – we support children to reflect, evaluate, and improve their designs over time.

2. Curriculum Intent

Our Design and Technology curriculum follows the National Curriculum for Design and Technology and aims to ensure that all pupils:

- Develop creative, technical, and practical expertise needed to perform everyday tasks confidently
- Participate successfully in an increasingly technological world
- Build and apply a repertoire of knowledge, understanding, and skills to design and make high-quality prototypes and products
- Critique, evaluate, and test their ideas and products
- Understand and apply the principles of nutrition and learn how to cook

Our reading-inspired curriculum ensures that high-quality texts are used to provide meaningful contexts and purposes for DT projects. Books act as a stimulus for design briefs, allowing children to engage deeply with themes and real-world problems.

3. Curriculum Implementation

Structure of DT Provision

- Each year group completes three DT units per academic year
- Units are theme-based and often linked to high-quality texts

- Each unit follows the design process:
Design → Make → Evaluate
- Every unit concludes with a DT Day, where pupils:
 - Create a final product or prototype
 - Apply the skills they have developed
 - Celebrate and showcase their work

Teaching Approach

DT is taught through a structured yet creative process:

Design

- Investigating and evaluating existing products
- Generating ideas through discussion, drawing, and modelling
- Considering purpose, user, and functionality

Make

- Developing practical skills using a range of tools and materials
- Building, constructing, and creating prototypes
- Applying technical knowledge (e.g. mechanisms, structures, textiles, cooking)

Evaluate

- Reflecting on the effectiveness of their product
- Considering how designs could be improved
- Evaluating against design criteria and user needs

Reflection is a key part of every unit and supports children in becoming thoughtful, reflective learners.

Curriculum Content

Across the school, pupils engage with a range of DT areas, including:

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

Progression is carefully planned to ensure that knowledge, skills, and vocabulary build over time.

Reading-Inspired Learning

DT projects are rooted in meaningful contexts through the use of high-quality texts. This approach:

- Enhances engagement and creativity
- Provides a clear purpose for designing and making
- Encourages cross-curricular links
- Supports vocabulary development and oracy

DT Days

Each unit culminates in a DT Day, which:

- Allows extended time for making and refining products
- Encourages independence and problem-solving
- Provides opportunities to celebrate outcomes
- Brings learning together in a purposeful and engaging way

4. Inclusion and Equal Opportunities

We believe DT is for every child.

- All pupils are given opportunities to design and make regardless of ability
- Tasks are adapted and scaffolded to support all learners
- A wide range of materials and approaches ensure accessibility
- Diversity and individuality in design are encouraged and celebrated

5. Assessment

Assessment in DT is ongoing and formative.

Teachers assess pupils through:

- Observation of practical skills
- Questioning and discussion
- Evaluation of design ideas and final products
- Reflection at the end of each unit

Assessment focuses on:

- Designing skills (ideas, planning, creativity)
- Making skills (use of tools, techniques, accuracy)
- Evaluating skills (reflection, improvement, reasoning)
- Technical knowledge and understanding

6. Impact

The impact of our DT curriculum is seen in:

- **Confident learners who can design, make, and evaluate effectively**
- **Pupils who can solve problems creatively and practically**
- **High-quality products that demonstrate skill progression**
- **Children who can articulate their thinking using DT vocabulary**
- **A strong understanding of real-world applications of design**

7. Monitoring and Review

The Design and Technology subject leader is responsible for:

- **Monitoring teaching and learning across the school**
- **Reviewing planning and outcomes**
- **Supporting staff with subject knowledge and resources**
- **Ensuring clear progression across year groups**
- **Reviewing and updating this policy regularly**