



Design and Technology Policy

Swinderby All Saints Primary School

Approved by:	Zoe Longstaff	Date: April 2026
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Swinderby All Saints Church of England Voluntary Controlled Primary School

Design and Technology Policy

Introduction

This policy outlines the expectations for design and technology taught at Swinderby All Saints Church of England Primary School. It reflects the consensus of the whole teaching staff and it is the responsibility of the whole staff to implement this policy.

Intent

Swinderby All Saints wants every child to be inspired and think creatively to solve problems both as individuals and members of a team. We want them to design and make products that solve real and relevant problems within a variety of contexts considering their own and others needs and wants.

Implementation:

The school follows a topic-based approach over a two-year rolling programme with some focussed Design & Technology topics and some cross curricular work. These topics are mapped to ensure that the key knowledge and skills are built upon to ensure progression. During these Design & Technology focussed topics they will be taught how to plan, design and make different types of products. Through a variety of creative and practical activities, we teach the knowledge, understanding and skills needed to engage in a process of designing and making. The children design and create products that consider function and purpose and which are relevant to a range of sectors (for example, the home, school, leisure, culture, enterprise, industry and the wider environment).

When designing and making, the children are taught to:

Design:

- use research and develop design criteria to inform the design of products that are fit for purpose, specific for a design brief and aimed at particular individuals or groups.

Use research to modify an existing product with a design issue:

- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional diagrams, prototypes, pattern pieces and computer-aided design.

Make:

- select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing, as well as chopping and slicing) accurately.
- select from and use a wider range of materials, ingredients and components, including construction materials, textiles and ingredients, according to their functional properties, aesthetic qualities and, where appropriate, taste.

Evaluate:

- investigate and analyse a range of existing products.
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
- understand how key events and individuals in design and technology have helped shape the world.

Technical knowledge:

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures.
- understand and use mechanical systems in their products.
- understand and use electrical systems in their products.
- apply their understanding of computing to program, monitor and control their products
- Understand some of the ways that food can be processed and the effect of different cooking practices (including baking and grilling).

A link to the national curriculum for **Design and Technology** can be found here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239041/PRIMARY_national_curriculum_-_Design_and_technology.pdf

We have a rolling cycle of topics which are set out in our **Design and Technology Long Term Overview**.

Impact:

A good quality finish will be expected in all design and activities made appropriate to the age and ability of the child

Children learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

We ensure the children:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.
 - become as innovative and creative as they can be to solve a problem
 - 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 and 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. Cooking sessions in both cookery club and during lessons will give the children opportunities to use produce grown from the school grounds
- Children will design and make a range of products.

Inclusion

We recognise the fact that we have pupils of differing ability in all our classes and so we provide suitable learning opportunities for all pupils by adapting the task as appropriate. We achieve this in a variety of ways by setting open-ended tasks that allow for a variety of responses with increasing difficulty along with grouping pupils according to their ability.

Additional or Special Education Needs & EAL pupils

For pupils with SEN, extra support is put in place where necessary to achieve the same learning outcomes. Careful consideration is given to the grouping of pupils, considering their strengths and weaknesses to ensure that all pupils take an active part in the task and make progress. Steps, such as pictorial/vocabulary cards and instructions may be used to ensure that EAL pupils understand the activity. Where possible, teaching assistants may also be used to support individual needs.

Assessment, recording and reporting

Pre-assessments are completed to ensure that the lessons are pitched correctly. Teachers then assess this information and plan their lessons accordingly. Formative assessment is undertaken through careful

observations of every lesson. At the start of lessons, learning objectives are shared and referred to at appropriate intervals. Clear steps to success are outlined to all pupils and these are then used to inform pupils about appropriate next steps.

Resources

There are a range of resources to support the teaching and learning of design and technology across the curriculum. These resources aim to be readily available in a central location with teachers having a clear breakdown of what is available to them. Teachers are expected to use resources during every lesson, where possible, to ensure that pupils develop a breadth of knowledge whilst working practically. Each classroom is to have relevant equipment and any other additional resources which relate to the current project.

Continuity and Progression

With careful planning, a pupil's knowledge and skill at the start of their primary schooling will be consolidated and developed throughout their time at primary school.

Health and Safety

Staff will carry out risk assessments prior to activities, where necessary. No formal documentation will be completed however, clear guidance will be sought as and when necessary. When working with tools, equipment and materials, pupils will be taught about hazards, risks and the control of them in specific situations for themselves and others.

Monitoring and Evaluation

The design and technology subject leader will provide professional leadership and management for art and design to ensure that it meets the aims and objectives of the design and technology curriculum. Classroom teaching will be monitored in all classes on a main term basis. This will be recorded and reported back to staff for their own professional development in line with the expectations of the delivery of the design and technology curriculum. This will be conducted by way of monitoring a selection of the pupils' design and technology books to ensure curriculum coverage and differentiation as well as short lesson observations to assess the effectiveness of resources within the classroom and the delivery of quality first teaching. Pupil voice will also form part of monitoring and assessing the provided curriculum. If applicable, and in consultation with the headteacher, further CPD training will be provided to staff.