Design & Technology Policy

1. Mission Statement

At St Anne's Catholic primary school, inspired by the life and teachings of Jesus Christ, we nurture every child's God-given creativity, curiosity and potential. Design & Technology enables all pupils to become thoughtful, innovative and responsible designers who can improve the world around them and serve the common good.
Our curriculum is ambitious, inclusive and coherently sequenced to provide a world-class D&T education for all learners, particularly those in our richly diverse inner-city community.

2. Rationale

Design & Technology is a practical and purposeful subject that:

- Helps pupils understand how products are designed to solve real problems and meet the needs of different users.
- Builds technical knowledge, creativity, resilience and problem-solving skills.
- Provides equitable access to hands-on learning opportunities for pupils who may have limited practical experiences outside school.
- Encourages responsible stewardship of resources in line with Catholic Social Teaching.
- Uses Kapow Primary D&T to ensure a strong, progressive curriculum structure.
- Embeds the EEF Metacognition 7-Step Model to develop reflective, independent learners.

3. Aims

Our D&T curriculum enables pupils to:

1. Develop practical skills and technical knowledge in structures, mechanisms, textiles, electrical systems, digital design and food.
2. Understand and apply an iterative design process, including researching users, designing, making, evaluating and refining.
3. Become effective problem-solvers who take creative risks in a safe and supportive environment.
4. Apply metacognitive strategies to plan, monitor and evaluate their thinking and decision-making.
5. Appreciate the moral, cultural and environmental impacts of design and technological choices.
6. Celebrate diversity by learning about designers, engineers and innovators from a range of backgrounds.
7. Develop pride in creating purposeful products that improve life for real or imagined users.

4. Curriculum Design

Our curriculum is:

- **Ambitious** – high expectations for all pupils.
- **Coherent** – carefully sequenced knowledge and skills.
- **Knowledge-rich** – explicit vocabulary, materials knowledge, and technical skill progression.
- **Inclusive and equitable** – scaffolding and adaptations ensure every child succeeds.
- **Culturally enriching** – exposure to diverse design traditions and engineering innovations.
- **Real-world connected** – design briefs with meaningful purpose.

We follow the Kapow Primary scheme to ensure consistent coverage of:

- **Design** – research, annotate, plan and communicate ideas
- **Make** – select tools, materials and techniques
- **Evaluate** – reflect on functionality, user needs and improvements
- **Technical Knowledge** – understanding of mechanisms, structures, systems, materials and nutrition

Kapow's spiral curriculum enables progression across EYFS–Y6, revisiting key concepts with increasing depth and independence.

5. Teaching and Learning

Pedagogical Intent

High-quality D&T lessons at our school:

- Begin with clear teacher modelling.
- Make technical vocabulary explicit.
- Link learning to real products and real users.
- Value mistakes and iteration as essential to the design process.
- Encourage pupils to think ethically and sustainably.
- Embed reflection, critique and purposeful evaluation.

Our teaching and learning approaches are outlined in the St Anne's Way which is drawn from the EEF Metacognition 7-Step Model Integrated into D&T

Each D&T unit incorporates the following:

1. **Activating prior knowledge**
   – Linking to previous projects, materials and skills.
2. **Explicit strategy instruction**
   – Teaching how to plan designs, test prototypes or choose materials.
3. **Modelling the strategy**
   – Teacher think-aloud times during demonstrations.
4. **Memorisation of key knowledge**
   – Visual steps, success criteria, safety reminders and vocabulary.
5. **Guided practice**
   – Structured, scaffolded making with prompts and adult support.
6. **Independent practice**
   – Pupils create, test, adapt and refine their product.
7. **Structured reflection**
   – Evaluating outcomes against the design brief, sustainability, usability and Catholic values.

6. Inclusion and Accessibility

We ensure equitable learning by:

- Differentiated tasks and varied design briefs.
- Scaffolded planning sheets, word banks and visual supports.
- Adapted tools for pupils with physical or sensory needs.
- Pre-teaching vocabulary for EAL learners.
- Group work to encourage peer modelling.
- Encouraging all children to contribute creatively and practically.

7. Assessment

Formative Assessment

Ongoing assessment includes:

- Observation of practical skills.
- Discussions during planning and evaluation phases.
- Sketchbook/design journal analysis.
- Checking understanding through questioning.

Summative Assessment

- Termly teacher judgements aligned to Kapow progression.
- Assessment of final products against the design brief.
- Subject leader monitoring of outcomes, journals and pupil voice.

7.3 Design Books

Design books record:

- Research and user considerations
- Annotated sketches
- Prototype ideas
- Material choices
- Evaluations and refinements

Design books are not formally marked but are reviewed as evidence of progression and metacognitive development.

8. SMSC and Catholic Life

Design & Technology contributes strongly to the Catholic mission by:

- Encouraging stewardship, sustainable material use and ethical design choices.
- Developing compassion by designing for the needs of others (local community, global community, vulnerable groups).
- Providing opportunities to create products linked to the liturgical calendar and school worship.
- Celebrating creativity as a gift from God.

9. Resources and Environment

- Age-appropriate tools and materials.
- Storage areas with safety equipment.
- A range of materials: textiles, wood, card, electronics, food resources.
- Digital tools where appropriate (e.g., apps for design or testing).
- Displays showcasing the design process as well as outcomes.
- Enrichment: visits, community artists, church collaborations.

10. Monitoring

1. Lesson Observations

- The subject leader or senior leaders observe DT lessons.
- They check whether teachers follow the policy, such as:
    - Teaching different techniques and media
    - Encouraging creativity and experimentation
    - Supporting pupils of different abilities

2. Work Scrutiny

- Reviewing pupils' sketchbooks, portfolios, and finished artwork.
- Ensuring:
    - Progression in skills across year groups
    - Evidence of creativity and experimentation
    - Consistent assessment practices

3. Pupil Voice

- Talking with pupils about their learning in DT.
- Questions may include:
    - What techniques have you learned?
    - Which artists inspire your work?
    - What do you enjoy or find challenging?

11. Health and Safety

(To be read **in conjunction with** the school's health and safety policy)

- Explicit teaching of safety routines.
- Supervision when using tools (craft knives, saws, glue guns, needles).
- Clear expectations for food hygiene in food technology.
- Appropriate protective equipment used when required.

Date agreed by governing body on March 2026	**Signature of Chair or Vice Chair**
Date agreed for review March 2029	**Frequency of Review** Three Years
Responsibility for Review PPC Committee	