

DT POLICY

This policy was approved by Governors on 12th March 2026 and will be reviewed annually.

1. Introduction

1.1

At Navenby Church of England Primary School, we are dedicated to ensuring that our Design and Technology curriculum aligns seamlessly with the UK National Curriculum for Early Years Foundation Stage (EYFS), Key Stage 1 (KS1) and Key Stage 2 (KS2). This commitment underscores our intent to provide a robust and comprehensive educational experience, consistently meeting the standards set by the national framework to foster the holistic development of our students.

1.2

Design and Technology is a non-core subject in the National Curriculum. This policy outlines the purpose, nature and management of design and technology at our school.

1.3

This policy reflects the consensus of opinion of the whole teaching staff and has the full agreement of the Governing Body.

1.4.

The implementation of this policy is the responsibility of all teaching staff.

2. The nature of Design and Technology

2.1

To develop an understanding of technological processes, products and their contribution to our society.

2.2

Teachers will employ various teaching styles, fostering a practical curriculum where children actively discuss, plan and assess their work individually and collaboratively.

2.3

Design and Technology develops a range of skills including putting forward ideas, testing these and making products.

2.4

It involves pupils in reflecting upon and evaluating existing and own products as to their function, aesthetic quality and suitability through given criteria.

3. Entitlement

3.1

Design Technology will follow the National Curriculum, ensuring age-appropriate lessons with a focus on designing, making, technical knowledge, evaluation, and cooking skills.

3.2.

The general requirements are that the children at our school should investigate and evaluate a range of familiar products and be provided with focussed practical tasks to develop a range of techniques, skills, processes and knowledge. They also carry out design and make assignments using a range of materials, including food. At Key Stage 2 pupils also use mouldable materials, stiff and flexible sheet materials and

textiles.

3.3

Design and technology considers various characteristics of technology: structures, mechanisms, food, textiles, electrical control and moulding materials.

3.4

Wherever suitable and possible, ICT will be incorporated to enhance learning experiences, such as using design and presentation software.

3.5

At our school, children are encouraged to be independent when designing their assignment. They are taught, and given experiences of, how to consider any constraints there may be in the making of the assignment they have been given.

3.6

We believe that all pupils should be included in the curriculum for design and technology. This entails, where necessary, additional equipment or support to enable pupils with special needs to take as full a part in the design and make activities as possible. It may be necessary for more able children to be challenged through the provision of more demanding criteria or design and make activities. This is the responsibility of the teaching staff to assess and provide for.

4. Implementation

4.1

The curriculum at our school is currently based upon the New National Curriculum 2014.

4.2

In the Foundation Stage Design Technology is taught as an integral part of the topic work covered during the year. Early Learning Goals (ELG) will guide activities in EYFS, fostering skills such as listening, attention, and understanding through hands-on tasks like constructing and exploring materials.

4.3

The statutory programmes of study form the content of the school curriculum for Design Technology in Key Stages 1 and 2.

4.4

In both Key Stages, teaching staff plan focussed practical tasks and design and make activities which build on previous achievements. The topics are often blocked in order to maximise the standards of achievement and the use of time.

4.5

Pupils are usually taught in their normal class groups.

4.6

Products are attractively displayed in the school to highlight the standards of work achieved. The design process is evident on displays and/or in children's work.

4.7

In addition to attractive displays, homework projects will be utilized, providing opportunities for children to apply D&T skills at home. A variety of materials and tools will be accessible for informed choices.

5. Health and safety

5.1

In ensuring a safe working environment, teachers will be attentive to pupils' physical limitations, conducting risk assessments, and providing specific guidelines for tools, equipment (especially equipment for cutting), materials, cooking appliances, and food handling.

5.2

It is the responsibility of all staff to make sure that activities planned for are safe and appropriately supervised.

5.3

All teaching staff are responsible for ensuring that all support staff and classroom helpers are conversant with the school's policy for Design and Technology and the safe use of any specialist equipment or materials.

6. Assessment

6.1

The five principles of D&T (Designing, making, evaluating, technical knowledge and cooking & nutrition) will guide evaluation.

6.2

During the year the progress of each pupil is tracked and reported to their parents in the end of year report.

6.3

As part of the school's monitoring procedures, a portfolio of best work is kept and updated by the Design and Technology co-ordinator. This is used to evidence and exemplify standards across the school.

7. Background Information

7.1

This policy document was informed by reference to the Statutory guidance for Design and Technology in the National Curriculum.

8. Review

The Headteacher and staff will review this policy in the Spring Term 2025. Any amendments to this policy will be presented to the Governing Body for discussion.

Policy Approved: Full Governors meeting 12th March 2026

Signed:

Chair of Governors: Mr J Kirby

Headteacher Mr C Elliott