



# Griffin Primary School

## Design Technology Policy



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|----|--|--|---|--|--|
| 1  | Summary  | Design Technology Policy   |   |  |  |
| 2  | Responsible person   | Jade Lee   |   |  |  |
| 3  | Accountable SLT member                                     | Louise Pitts   |   |  |  |
| 4  | Applies to   | <input checked="" type="checkbox"/> All staff<br><input type="checkbox"/> Support staff<br><input type="checkbox"/> Teaching staff   |   |  |  |
| 5  | Who has overseen development of this policy                | Louise Pitts   |   |  |  |
| 6  | Who has been consulted and recommended policy for approval | LGB  |   |  |  |
| 7  | Approved by and date                                       | LGB 14.11.25   |   |  |  |
| 8  | Version number   | 3.0  |   |  |  |
| 9  | Available on   | Every  | <input type="checkbox"/> Y<br><input checked="" type="checkbox"/> N | Trust website<br>Academy website<br>SharePoint | <input type="checkbox"/> Y <input checked="" type="checkbox"/> N<br><input checked="" type="checkbox"/> Y <input type="checkbox"/> N<br><input checked="" type="checkbox"/> Y <input type="checkbox"/> N |
| 10 | Related documents (if applicable)                          |  |   |  |  |
| 11 | Disseminated to  | <input checked="" type="checkbox"/> Trustees/governors<br><input checked="" type="checkbox"/> All staff<br><input type="checkbox"/> Support staff<br><input type="checkbox"/> Teaching staff |   |  |  |
| 12 | Date of implementation (when shared)                       | Autumn Term 2025   |   |  |  |
| 13 | Consulted with recognised trade unions                     | <input type="checkbox"/> Y <input checked="" type="checkbox"/> N   |   |  |  |



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## 1. Aims and objectives

Design and Technology is an inspiring, rigorous and practical subject.

At Griffin Primary School, our vision is to use creativity and imagination when pupils design and make products to solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values.

Children at Griffin Primary School will acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. They learn how to take risks, become 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 wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

The National Curriculum for DT aims to ensure that all pupils:

- Develop the creative, technical and practice expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.
- 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.
- 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.

## 2. Whole School Curriculum Ambition

At Griffin Primary School, our ambition is to provide a curriculum for all of our students designed in response to what we already know about our children. Our over-arching goal is routed in promoting a positive attitude towards learning so that children enjoy coming to school, developing our children into life-long learners. Our curriculum is designed to provide all of our children with the core knowledge that helps them to make links between their prior and new knowledge, allowing them to develop a deeper understanding and be inspired to continue their learning outside of the classroom.

We aim to provide our children with stability through a consistent curriculum provision, allowing staff to become experts and build in assessment tools. The curriculum is sequenced effectively to enable prior knowledge to be built upon both throughout and across year groups. At the heart of our curriculum there lies a respect for all of the subjects we teach and how this provides our children with an insight into the world around us.

At Griffin we teach children how to develop their behaviours and habits to become effective learners through asking questions in order to develop their curiosity. Griffin's



curriculum has been developed so that our children are not afraid to make mistakes and accept ways forward as support rather than criticism.

By the time the children leave Griffin, our ambition is to ensure that they have the necessary skills in Mathematics, English and communication so that they will become positive citizens in their community and the wider world.

### **3. Design Technology Ambition**

Our ambition is to stimulate creativity and imagination through design technology.

- Pupils understand how Design Technology applies to real-life contexts.
- Pupils will explore a range of existing products to inform their own designs.
- Pupils will have the knowledge to use a range of tools safely.
- Pupils will make high quality products.
- Pupils can make a variety of healthy dishes.

### **4. Design Technology implementation**

The implementation of the Design and Technology curriculum is through a number of elements, outlined below:

- LTP
- Subject schemes of work
- Year group schemes of work
- Subject specific skills
- Subject specific vocabulary
- Recap of prior learning – Remember when
- Use of WAGOLLS
- Sticky Knowledge
- Evaluation of final product
- CPD

### **5. Design Technology impact**

- The outcomes of pupils in each year group.
- All pupils to become confident with the skills they are taught in each year group, building upon previous learning.
- Pupils to have an opinion about products, making links, where appropriate, to their wider learning.
- Pupils create final products which include skills they have been taught throughout the unit.
- Pupils to use evaluation of past and present design and technology, to develop a critical understanding of its impact on daily life and the wider world.
- Pupils to know and build upon subject specific language.
- Pupils to create their own portfolio, building on skills and to use as a reference point.



## 6. Curriculum Planning

Design Technology is a foundation subject in the National Curriculum. Our school uses the National Curriculum Design Technology Programmes of Study as the basis for its curriculum planning in Design Technology. At Griffin Primary School Design Technology is taught termly through a Design Technology week. This enables all pupils to develop their knowledge, skills and techniques sequentially before creating a final piece.

The long-term plan maps out the units covered in each term during the key stage. This is used to inform the schemes of work for each Design Technology unit. These are written by the subject leader in consultation with SLT and other members of teaching staff to ensure the progression of skills and subject knowledge is sequential and accessible for all.

Activities are planned in Design Technology so that they build on the prior learning of the children. Children of all abilities are given the opportunity to develop their skills, knowledge and understanding, and we also build planned progression into the scheme of work, so that the children are increasingly challenged as they move through the school.

All children evaluate existing products at the start of a Design Technology learning sequence and use a design specification to create their own ideas for a product.

## 7. Subject provision across the whole school:

### EYFS

Design Technology teaching in the Foundation Stage is based on Early Learning Goals (ELGs) set out in the Early Years Foundation Stage Framework (EYFS). Design Technology is 1 of 7 strands that contribute to the ELG objectives.

Starting in the Early Years Foundation Stage (EYFS) pupils explore and use a variety of media and materials through a combination of child initiated and adult directed activities. They are given opportunities in the learning environment to explore textures and movement whilst developing an understanding that they can manipulate and create effects to express their own ideas. To do this they develop the skills to use tools and techniques competently and appropriately to construct, with a purpose in mind, using a variety of resources and adapting work where necessary.

### KS1 and KS2

The teaching of design and technology across Key Stage 1 and 2 follows the National Curriculum. It is implemented in the following sequence of sessions:

- 1) Evaluating Existing Products
- 2) Focused Practical Activity
- 3) Design
- 4 and 5) Make sessions
- 6) Evaluating their Product.



Children design products with a purpose in mind and an intended user of the products.

Food technology is implemented across the school with children developing an understanding of where food comes from, the importance of a varied and healthy diet and how to prepare this.

Children will also develop their knowledge and understanding of textiles, woodwork and mechanical/electrical systems following the lesson sequence of investigate, focused practical task, designing, making and evaluating.

Design Technology is a crucial part of school life and learning and it is for this reason, that as a school, we are dedicated to the teaching and delivery of a high quality design and technology curriculum; through well planned and resourced projects and experiences.

## **8. Assessment**

Teachers will assess children's work in Design Technology by making teacher assessment judgements during lessons and identifying if pupils have met the learning intentions for each lesson. Evidence may be seen in books, on 2D displays and most commonly through 3D models and photographs of children's work.

The schemes of work include an end point statement which indicates what the final product will be based upon and the skills pupils will have used to achieve this.

## **9. Resources**

The school has a wide range of resources to support the teaching of Design Technology across the school. Classrooms have a range of everyday resources, with the more specialised equipment being kept in the Art Cupboard.

## **10. Health and Safety**

In Design Technology, the general teaching requirement for health and safety applies. Children are taught how to follow proper procedures when using tools and materials and for food safety and hygiene. These procedures will be modelled by the adults in the room throughout the lessons.

## **11. Role of the Subject Co-ordinator**

It is the responsibility of the subject co-ordinator to write the LTP and schemes of work for each Design Technology unit. The subject co-ordinator will also monitor the standards of children's work and the quality of teaching and learning in Design Technology. Monitoring may involve looking at planning, scrutinising work, lesson observations and pupil voice. Pupil voice is valued and helps to inform the vision and aims of Design Technology across the school, pupils are interviewed to gain an



insight into the subject. It is the subject co-ordinators responsibility to ensure staff maintain a high quality of presentation in pupil's DT books.

The subject co-ordinator produces an annual action plan for the development of Design Technology and also reviews impact termly; identifies next steps and any CPD needs. This working document is shared with Governors annually. The subject co-ordinator will also produce and narrate a presentation about their subject for the Governors bi-annually.

The subject co-ordinator ensures resources are available for units to be taught and will provide support if/ when needed for staff. The subject co-ordinator will also ensure the Design Technology displays in the school are of a high standard and reflect the skills pupils have used to create their finished product.

This policy will be reviewed every two years.