



HOLME SLACK COMMUNITY

PRIMARY SCHOOL

Design & Technology Policy

Intent

At Holme Slack Community Primary School, we aim to provide our pupils with a deep understanding of the Design and Technology process, fostering skills that prepare them for a rapidly evolving world. Through Design and Technology, we encourage pupils to reflect on and evaluate current and past technologies, developing transferable skills that enable them to become informed consumers and innovators. These skills will support their future personal and professional lives.

Our lessons aim to foster creativity, dependability, resilience, communication, and teamwork, all of which are crucial for the broader curriculum. We want children to develop a genuine love for Design and Technology, celebrating their successes as well as their learning experiences, while collaborating to create purposeful outcomes.

Key Objectives of Teaching Design and Technology:

- To promote imaginative thinking and the ability to express preferences in design.
- To encourage understanding of how things work, as well as the ability to draw, model, and test ideas.
- To develop the ability to select appropriate tools and techniques, ensuring safe and effective use.

- To explore attitudes towards technology, its manufacturing processes, and its impact on society.
- To promote healthy eating by learning about food sources, seasonality, and the importance of a balanced diet.
- To foster enjoyment and purpose in designing and creating functional products.

Implementation

The implementation of Design and Technology at Holme Slack Primary School follows a progressive and inclusive approach. Our teaching methods are designed to engage all pupils, ensuring that Design and Technology is accessible to children of all abilities.

- **Curriculum Planning:**

We use an innovative and nationally recognised scheme of work, 'Projects on a Page', published by the Design and Technology Association (DATA), which aligns with the 2014 National Curriculum. The curriculum is designed to build on prior learning, ensuring a clear progression in skills, knowledge, and understanding from Key Stage 1 to Key Stage 2. Topics include mechanisms, structures, food, textiles, mechanical and electrical systems.

Long-term, medium-term, and short-term planning ensures breadth and balance across the curriculum.

- **Early Years Foundation Stage (EYFS):**

In Reception, Design and Technology begins with developing core skills, including problem-solving, exploration, and making sense of the world through practical experiences. Pupils are encouraged to use construction kits, tools, and materials to build and create, developing fine motor skills and creative thinking. Activities like junk modelling, tinker stations (hammering, sawing, joining materials), and cooking contribute to this early development.

Key skills in EYFS include:

- **Fine motor skills:** Handling tools and materials with increasing control.
- **Designing and problem-solving:** Exploring how things work and making adjustments.
- **Critical thinking:** Encouraging children to evaluate their designs and outcomes.
- **Collaboration:** Working together on shared projects, enhancing communication and team-building.

- **Cross-Curricular Links:**

Design and Technology is integrated with other areas of the curriculum, including:

- **English:** Through discussion, role-play, and evaluating designs, children articulate their ideas and compare them with others.
- **Mathematics:** Measuring, calculating, and using shapes and fractions in practical tasks enhance pupils' mathematical understanding.
- **PSHE:** Promoting health and safety, as well as the development of responsibility

and awareness of diet and hygiene.

- **ICT:** Pupils use software to design, model, and present their work, enhancing both creativity and technical skills.

Inclusive Practices:

At Holme Slack Primary School, Design and Technology is inclusive, catering to all pupils, including those with special educational needs, disabilities, and those learning English as an additional language. Through differentiation, scaffolding, and additional support, we ensure that all children have the opportunity to progress in their learning.

Impact

The impact of our Design and Technology curriculum can be seen in the development of both practical and cognitive skills across all year groups. Pupils are not only equipped with the technical skills necessary for designing and making but also the problem-solving abilities, resilience, and creativity that will serve them in their future learning and beyond.

- **Skill Development:**

Children develop critical skills such as teamwork, communication, and the ability to evaluate and improve their work. They also gain knowledge of technological processes and how to apply them in real-life contexts.

By the end of Key Stage 2, children will have developed the ability to plan, design, make, and evaluate their projects confidently and safely, using appropriate materials and techniques.

- **Celebrating Success:**

We celebrate children's successes and first attempts, fostering a positive learning environment where mistakes are seen as opportunities for growth. The collaborative nature of the subject encourages mutual respect and a shared sense of achievement.

- **Assessment and Progress:**

Children's progress is assessed through observation and evaluation of their work. Teachers assess both practical tasks and theoretical understanding against the learning objectives for each unit, and the data collected is used to plan for future lessons. Regular assessments contribute to a comprehensive understanding of each child's development and guide future teaching.

- **Long-Term Impact:**

Through the Design and Technology curriculum, pupils are empowered to make informed choices about technology, health, and the environment, equipping them with transferable skills for future learning, work, and life.

Review and Monitoring

The subject leader for Design and Technology is responsible for monitoring the implementation of the curriculum and ensuring high standards across the school. Regular reviews of planning, resources, and assessments ensure the continued effectiveness of the subject. The subject

leader also provides support to staff and leads professional development where needed.

Review Date: March 2026

Subject Leader: Rebecca Molyneux