



Stanford in the Vale Primary School  
Design Technology Policy



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### **Intent**

Design and Technology is an inspiring, rigorous and practical subject. Design and Technology encourages children to learn to think and intervene creatively to solve problems both as individuals and as members of a team. At Stanford in the Vale, we encourage children to use their creativity and imagination, to design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. We aim to, wherever possible, link work to other disciplines such as mathematics, science, engineering, computing and art. The children are also given opportunities to reflect upon and evaluate past and present design technology, its uses and its effectiveness and are encouraged to become innovators and risk-takers.

### **Implementation**

#### **How we will achieve this.**

At Stanford the school's aims and National Curriculum requirements for Design and Technology are embedded in the design, planning and delivery of our units of learning.

Our children follow a broad and balanced Design and Technology curriculum, which covers all aspects of the Design and Technology curriculum. Our curriculum is designed to ensure progressions of knowledge and skills (see progression of skills), that builds on previous learning and provides both support and challenge for learners.

### **EYFS**

Our pupils' journey into design and technology begins in Foundation, where there is a continuous provision of design and technology opportunities, allowing pupils to explore a variety of materials, tools and techniques. Pupils are encouraged to develop their making skills whilst handling appropriate tools and construction materials safely and with increasing control. Pupils will also begin to develop an awareness of design and technology products within their daily lives and how things work e.g. pressing a button, pulling a lever.



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To ensure that all aspects of the National Curriculum are covered adequately and taught in sufficient depth, our curriculum progression document identifies which each class should be teaching.

KS1 - food, textiles, structures and mechanisms

KS2 - food, textiles, structures, mechanical systems and electrical systems

Children are immersed in the design process by researching and evaluating a range of existing products. Using this information and their ideas, children plan designs with a clear project intention and 'user' in mind. They develop design criteria and communicate their ideas through a range of materials and techniques. Children start the process of making their planned design using a range of equipment. Resources allow children to design and make their products, utilising a variety of tools and materials. During this stage, the children are supported and challenged to tackle the problems that are presented both collaboratively and individually. Children are guided to test and evaluate their products against the design criteria to ensure that the product is fit for purpose, the children are encouraged to consider the views and opinions of peers to improve their work.

### Impact

#### **How Do We Know Our Design Technology Curriculum is Effective?**

The Design Technology curriculum contributes to the children's personal development in creativity, independence, judgement and self-reflection. This is demonstrated in their ability to: talk confidently about their work; collaborate effectively with others; taking pride in sharing their ideas and work with others; ability to take risks in a safe environment and show resilience in problem-solving.

Design processes and outcomes are documented in a range of ways. Progress in Design and Technology is demonstrated through regularly reviewing and analysing children's work, to ensure that progression of knowledge and skills is taking place.

Namely through:

Looking at pupils' work, especially over time as they gain skills and knowledge in creating a functional and usable product



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Observing how they perform in lessons, including evaluating and reflecting upon their approach, processes and outcomes.

Talking to them about what they know and understand of the key design and technology processes.

The subject coordinator tracking progress throughout the year.

The subject coordinator obtaining pupil voice, looking at DT booklets, planning and displays. The use of learning booklets for DT will assist assessment and also progression of students throughout the years. This is used to ensure children are making sufficient progress in design and technology across the whole school.

A report on the areas covered and pupils progress against national expectations is sent to parents/carers at the end of the academic year.

### **Health and safety**

A safe working environment and ways of working need to be encouraged from the earliest stage.

All areas must be in the direct vision of the teacher and there should be enough space for each child and group to work comfortably.

Teachers should be aware of any physical limitations which a pupil may suffer e.g. height disability, poor eyesight or hearing, and make suitable arrangements to allow the pupil to operate sensibly.

Teachers teach the safe use of tools and equipment and insist on good practice prior to starting the making part of a task.

All staff have at least level 1 food hygiene.

Teachers should be aware of the following:

- Children must not use cooking appliances unless under direct supervision from a responsible adult. The portable oven may be used in an area away from the children.
- Saws and other sharp objects (nails, needles, craft knives, etc) must be used under direct supervision. The teacher will make a judgement on the undertaking of activities involving sharp and/or potentially dangerous equipment depending on the age/ability of the children.



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Some activities may be undertaken by an adult or in a small group or one to one situation as appropriate.

- The use of electrical equipment such as glue guns -1:1 supervision of an adult.
- Contact with sharp objects including wood, nails, needles, saws, knives etc.
- The handling of food stuffs - Children needs to ensure they are aware of personal hygiene rules such as wearing a clean apron, washing hands before handling food, storing perishable foods appropriately.
- The use of cooking appliances, including ovens and hobs.

Policy Review:

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