

Wrockwardine Wood CE Junior School



Design and Technology Policy Spring 2026-2028

Updated: March 2026

Review Date: March 2028

Signed



“Love, Laugh Learn”

We will ignite the ability in all to ***‘Love, Laugh and Learn’***, recognising the extraordinary and wondrous in everything and in everyone. Our rich, varied and creative curriculum, together with our Christian values, will empower all to flourish following Jesus’s promise **‘I have come to give life and life in all its fullness.’** (John 10:10)

Our School Christian Values



1 Aims and objectives

- 1.1 The aim of Design and Technology teaching here at Wrockwardine Wood C.E. Junior School is to stimulate the pupils' interest and understanding about the life of people who lived in the past. Pupils consider how the past influences the present, what past societies were like, how these societies organised their politics and what beliefs and cultures influences people's actions. We teach pupils to understand how events in the past have influenced our lives today; we also teach them to investigate these past events and, by so doing, to develop the skills of enquiry, analysis, interpretation and problem-solving. History topics are organised in a chronological order therefore pupils develop a sense of chronology for their knowledge of significant events and people. Alongside this, they develop a sense of identity, and a cultural understanding based on their historical heritage. They see the diversity of human experience and understand more about themselves as individuals and members of society. What they learn can influence their decisions about personal choices, attitudes and values.**
- 1.2 All pupils are taught Design and Technology as specified in the National Curriculum 2016 document.**

The objectives of teaching Design and Technology in our school are:

- to develop children's creative, practical and technical skills so that they are able to confidently participate in an increasingly technological world with innovation at its heart.
- Design and Technology is offered through a range of inspiring and enterprising projects with the opportunity for children to design, make and evaluate products that solve real and relevant problems within a range of contexts.
- Children are encouraged to generate ideas, be innovative and reflect with the emphasis on becoming autonomous in their learning.
- Concepts and projects are delivered through an exciting and thematic approach with cross curricular links to learning, where every individual is provided with opportunities to flourish.
- Our Design and Technology curriculum has a strong focus on transferable skills, equipping the children with the competencies they need in daily life and the wider world.
- The children have the opportunity to gain, build and apply a range of knowledge, skills and understanding whilst understanding the impact and the essential contribution design and technology has to the creativity, culture, wealth and well-being of the nation.

2 Teaching and learning style

- 2.1 Design and Technology teaching focuses on enabling pupils to think and work as designers and inventors. We place a strong emphasis on designing and creating purposeful products for a specific user and purpose, helping pupils understand that good design meets real needs. To support this, we encourage children to design 'something for somebody for some purpose'.**

- 2.2 It is crucial that all children have experience of following the design process from start to finish. This includes:**

- Exploring existing products.

Pupils investigate existing products to inform their own ideas, developing an understanding of what makes a product effective

- Focused Practical Tasks (FPT's).

Looking at joining materials.

Creating effects.

Levers, mechanisms, pop up devices.

Informs final Design, Make Evaluate process

Design, Make, Evaluate

- Design.

- Initial designs and final design.
 - Instructions of how to make.
 - **Make** – recorded using photographs and Seesaw.
 - **Evaluate.**
 - Like / dislike.
 - Compare to initial design and specifications.
 - Review design criteria
 - Future considerations and alterations.
- 2.3 In each year group, we provide opportunities for pupils to take part in practical, hands-on experiences, including making activities and, where possible, visits or visitors that enhance their understanding of design in the real world. We recognise and value the importance of creativity and innovation in Design and Technology, using engaging starting points to stimulate interest and curiosity.
- 2.4 We focus on helping pupils understand that designs can be improved and adapted, encouraging them to ask questions such as ‘Who is this for?’, ‘What is its purpose?’ and ‘How well does it meet the design criteria?’. Pupils are supported to reflect on their work through evaluation, developing their ability to think critically and refine their ideas.
- 2.5 We recognise that in all classes, pupils have a wide range of ability in Design and Technology, and we seek to provide suitable learning opportunities for all pupils by using formative assessment and flexible teaching. We achieve this by:
- regular formative assessment which impacts the planning and teaching of Design and Technology
 - setting tasks which are open-ended and can have a variety of responses;
 - adapting activities to match the pupils’ abilities and support or challenge them;
 - mixed-ability grouping to support practical tasks
 - flexible teaching and planning of units
 - adaptations, where necessary to support ranging abilities and pupils with additional needs
 - using classroom assistants to support pupils individually or in groups.

3 Design and Technology curriculum planning

- 3.1 We base our planning on the expectations from the National Curriculum. Each year group completes a Design and Technology unit in the second autumn half term. All pupils then complete a Healthy Eating unit to further support the learning of food and nutrition in the summer term.
- 3.2 Progression in Design and Technology skills and technical knowledge throughout years 3-6 are taken into consideration during planning. Teachers are not expected to create a written plan for each topic, as long as they have a substantial Interactive Whiteboard flipchart. A medium-term plan is available for each unit of work.

4 The contribution of Design and Technology to teaching in other curriculum areas

4.1 English

Design and Technology supports the teaching of English by developing pupils’ speaking, listening, reading and writing skills. Pupils discuss ideas, explain their designs and evaluate products, building confidence in oracy. They also record their ideas through labelled diagrams, design briefs and evaluations, developing their written communication skills. Opportunities for reading are provided through research into products, designers and materials and reading about key inventions/inventors.

4.2 Mathematics

Design and Technology contributes to pupils' mathematical understanding through measuring, estimating and calculating when designing and making products. Pupils apply knowledge of shape, space and scale when creating models, and develop accuracy when working with tools and materials. Problem-solving skills are strengthened through planning and adapting designs.

4.3 Personal, social and health education (PSHE) and citizenship

Design and Technology contributes significantly to PSHE by encouraging pupils to work both independently and collaboratively. Pupils develop resilience, perseverance and confidence as they solve problems and refine their ideas. They learn to consider the needs of others when designing products for specific users and purposes, supporting empathy and responsible decision-making.

4.4 Spiritual, moral, social and cultural development

Design and Technology contributes to pupils' spiritual, moral, social and cultural development by encouraging creativity and reflection on their own work and the work of others. Pupils explore how design impacts everyday life and consider ethical issues such as sustainability and the responsible use of materials. They learn about designers and products from different cultures and time periods, developing an appreciation of diversity and the impact of design on society.

4.5 Oracy

Across Wrockwardine Wood CE Junior School, oracy is embedded at the heart of teaching and learning and is developed consistently across the curriculum through both structured and incidental opportunities. Building on our shared belief that oracy is the ability to articulate ideas, deepen understanding and engage with others through spoken language, teachers explicitly teach and model new vocabulary in every subject, ensuring pupils are exposed to ambitious, topic-specific language. This vocabulary is revisited through talk prompts and discussion tasks enabling pupils to practise and apply it in meaningful contexts. Staff carefully model high-quality spoken language through sentence stems and structured responses, which are then scaffolded to support all learners to speak with increasing confidence and clarity. Opportunities for paired talk, group discussions, debate and reasoning are planned into lessons, allowing pupils to refine their listening and speaking skills progressively. Through this consistent and inclusive approach, we nurture confident, articulate speakers with rich vocabulary who are well equipped to succeed across the curriculum and beyond.

5 Design and Technology and ICT

5.1 Information and communication technology enhances our teaching of history, wherever appropriate, in all year groups. The pupils use ICT in a variety of ways, such as word-processing, finding information on the Internet and presenting information through *PowerPoint*. Seesaw is also used as an alternative opportunity for children, including those with Special Educational Needs and English as an Additional Language, to record their understanding.

6 Design and Technology and inclusion

6.1 At our school we teach Design and Technology to all pupils, whatever their ability and individual needs. This reflects the school's commitment to providing a broad and balanced curriculum for all. Through our Design and Technology teaching we provide opportunities for all pupils to develop practical skills, creativity and problem-solving, enabling them to make good progress. We strive to meet the needs of pupils with special educational needs and disabilities, those with

particular talents, and those learning English as an additional language, taking all reasonable steps to ensure inclusion. For further details, see the separate policies: Special Educational Needs; Disability Non-Discrimination and Access; Gifted and Talented; English as an Additional Language (EAL).

- 6.2 We ensure that all pupils have access to the full range of Design and Technology activities. Where activities involve the use of tools, equipment or food, or take place outside the classroom, appropriate risk assessments are carried out to ensure that activities are safe, inclusive and suitable for all pupils.

7 Assessment for learning

- 7.1 The pupils complete a 'know more, remember more' grid which is filled in after each lesson to show what the pupils have learnt. This is available for the pupils to refer back to throughout lessons helping them understand and visualise the journey of their learning.

Pupils demonstrate their understanding in Design and Technology through a range of practical and evaluative activities. At the start of each unit, pupils engage in discussions and the evaluation of existing or 'quirky' products to develop their understanding of design, purpose and user needs.

Teachers assess pupils' skills through focused practical tasks and by observing pupils during the make stage, considering their ability to use tools, select materials and apply techniques safely and effectively. Informal judgements are made throughout lessons and used to adapt teaching and support progress. On completion of a piece of work, the teacher assesses the work and uses this information to plan for future learning. Written or verbal feedback is given to the pupil to help guide his or her progress. Older pupils are encouraged to make judgements about how they can improve their own work.

- 7.2 Pupils demonstrate their ability and understanding in Design and Technology in a variety of different ways. Younger pupils might, for example, act out a famous historical event, whilst older pupils may produce a *PowerPoint* presentation based on their investigation. Teachers will assess pupils' work by making informal judgements during lessons. On completion of a piece of work, the teacher assesses the work and uses this information to plan for future learning. Written or verbal feedback is given to the pupil to help guide his or her progress. Older pupils are encouraged to make judgements about how they can improve their own work.

- 7.3 At the end of a whole unit of work, the class teacher will make a summary judgement about the work of each pupil in relation to the National Curriculum and state whether the pupil is 'emerging', 'expected' or 'exceeding' based on their year group. The descriptors for each stage have been decided by the subject leader, in conjunction with the year group teachers. We use these grades as a basis for assessing the progress of the pupil, and we pass this information on to the next teacher at the end of the year. A short end of unit quiz will also be used to aid these teacher assessments.

8 Resources

- 8.1 There are sufficient resources for all Design and Technology teaching units in the school. We keep these resources in a central store where there is a box of equipment for each unit of work. The library contains a good supply of topic books and software to support pupils' individual research.

- 8.2 Resources reflect the National Curriculum requirement for pupils to design, make, evaluate and apply technical knowledge. A variety of materials (including textiles, wood, paper, card, construction kits and food ingredients where appropriate) are

available to support progression across key stages. Tools and equipment are carefully selected to be age-appropriate and meet health and safety requirements. All year groups have access to a range of 'quirky products' to encourage discussion and evaluation of products as part of a formative assessment at the start of the unit.

9 Monitoring and review

9.1 Monitoring of the standards of pupils' work and of the quality of teaching in Design and Technology is the responsibility of the Design and Technology subject leader. A learning walk, pupil voice and teacher voice is conducted towards the end of the unit. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The subject leader gives the headteacher an annual report in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. The subject leader has specially-allocated time in which to fulfil this role by reviewing samples of pupils' work and visiting classes to observe teaching in the subject.

9.2 This policy will be reviewed at least every two years.

Signed: Rachel Gore (Design and Technology Lead)

Date: 11/06/2026

Date of next review: 11/06/2028