Design Technology Policy

‘Rise above the ordinary’

2025 onwards

THE DIOCESE OF SHEFFIELD ACADEMIES TRUST

Design Technology Policy

School Vision and Values

Our Vision

We will work as a whole school community to support and deliver a high quality, nurturing and respectful learning environment that inspires all of our children to rise above the ordinary. Our school is committed to being an environment that is open to the spirituality of children.

We will encourage all children to understand and adapt positively as active citizens and courageous advocates – to participate and make a difference in the diverse world in which we live.

Through our high standards of teaching and personalised learning, within a broad and balanced ambitious curriculum, we prepare our learners to make a positive contribution towards society and enjoy future success.

Our Mission: "Rise above the Ordinary"

At St Mary's we provide a welcoming, safe and happy school where everyone is respected and listened to; a school where we take pride in ourselves and our achievements, enabling children to become confident and successful learners.

We aim to rise above the ordinary and promote excellence by providing a positive, inclusive environment for learning and growth. Inspired by our faith in God, and together, we aim for each child to become the best version of themselves in mind, body and spirit. Our Theological Rationale further encapsulates what we believe in.

Achieve, Belong, Thrive in Design Technology

At St Mary's, Design Technology supports our commitment for every child to **achieve**, **belong** and **thrive**.

- **Achieve** – Pupils are supported to develop strong practical skills, technical knowledge and design thinking, enabling them to succeed and take pride in high-quality outcomes.
- **Belong** – Design Technology provides collaborative, inclusive learning experiences where every child feels valued, listened to and confident to contribute ideas.
- **Thrive** – Through creativity, problem-solving and resilience, pupils grow in confidence and independence, developing skills that support wellbeing and future success.

St Mary's Vision for Design Technology

At St Mary's, Design Technology is viewed as a creative and practical expression of God's creativity. As God the Creator made the world with purpose and care (Genesis 1), pupils are encouraged to design, make and evaluate products that solve real problems and improve the world around them. Every child is made in the image of God (Genesis 1:27) and is therefore creative, capable and of great worth.

Guided by our RISE values – Respect, Inspire, Support and Exceed – Design Technology at St Mary's is ambitious, inclusive and purposeful. Through a carefully sequenced curriculum, pupils develop technical knowledge, practical skills and design thinking, enabling them to become confident problem-solvers and reflective learners.

Our vision for our children:

- Respect the materials, tools and processes they use, working safely and responsibly while valuing the contributions of others (1 Thessalonians 5:11).
- Be inspired to explore, design and innovate, using creativity and imagination to respond to real-life needs and opportunities, recognising their God-given talents (Exodus 35:31–32).
- Be supported to develop resilience, perseverance and independence, learning from mistakes and refining their ideas within a safe and nurturing environment (Proverbs 24:16).
- Be challenged to exceed expectations by evaluating their work critically, making improvements and applying learning across contexts, understanding that all skills and knowledge can be used in service of others (Colossians 3:23).
- Develop practical life skills that prepare them for the next stage of education and for life beyond school.

Our vision is that every child will leave St Mary's as a thoughtful, capable and responsible designer and maker, who uses their skills wisely to contribute positively to society, living as salt and light in the world (Matthew 5:13–16).

Aims

Through the teaching of Design Technology, we aim to ensure that all pupils:

- Develop creativity, curiosity and enjoyment in designing and making products.
- Acquire a broad range of practical skills and technical knowledge, including working with food, textiles, mechanisms, structures and electrical systems.
- Learn to design purposeful, functional and appealing products for themselves and others, based on design criteria.
- Develop the ability to evaluate and refine their ideas and products, understanding how designs can be improved.
- Understand and apply principles of nutrition, healthy eating and food preparation.
- Work collaboratively, communicating ideas clearly and respecting the views and contributions of others.
- Make progress from their individual starting points, with high expectations for all pupils, including those with additional needs and those working at greater depth.
- Enable all pupils to **achieve**, **belong** and **thrive** through inclusive, ambitious and meaningful Design Technology learning experiences.

Why is Design Technology Important?

Design Technology equips children with the skills, knowledge and understanding they need to engage with an increasingly technological and designed world.

Design Technology is important because it:

- Develops essential life skills – including problem-solving, planning, teamwork and practical competence.
- Encourages creativity and innovation – allowing pupils to generate ideas, take risks and think imaginatively.

- Builds resilience and independence – pupils learn to persevere, adapt designs and learn from mistakes.
- Links learning to real life – pupils design and make products with a clear purpose and user in mind.
- Supports future learning and careers – introducing skills and processes relevant to engineering, technology, design and food industries.
- Reflects Christian values – encouraging stewardship, responsibility and care in the use of materials and resources.

How Design Technology is Taught at St Mary's

Design Technology is taught through a carefully planned and progressive curriculum from EYFS to Year 6, in line with the National Curriculum.
Learning is organised into units that follow the design, make and evaluate cycle, with increasing complexity as pupils move through the school. Technical knowledge and vocabulary are revisited and built upon to support long-term retention.
Where appropriate, Design Technology is linked to other subjects such as science, mathematics, computing and geography to provide meaningful contexts and deepen understanding.

Planning

Teachers plan Design Technology lessons to ensure a balance of:

1. Design – researching, generating ideas, designing products and creating design criteria.
2. Make – selecting tools, equipment and materials and using them safely and effectively.
3. Evaluate – testing products, evaluating against design criteria and identifying improvements.

Planning takes account of prior learning, progression of skills and vocabulary, and includes clear learning objectives and opportunities for reflection and evaluation.

Teaching and Learning

Design Technology teaching at St Mary's promotes creativity, collaboration and independence. Teachers model skills clearly

and ensure pupils understand how to work safely with tools and materials.
Learning is inclusive and ambitious. All pupils access the same core learning, with appropriate adaptations and support where necessary. This may include:

- Use of templates, models and visual prompts
- Step-by-step demonstrations
- Targeted questioning and adult support
- Additional challenge through open-ended design tasks

Pupils with SEND are supported through reasonable adjustments, ensuring equal access to learning and success.

Resources
A range of high-quality resources supports the teaching of Design Technology, including:

- Tools and equipment appropriate to each key stage
- Construction kits, textiles and food preparation resources
- Mechanisms, electrical components and recycled materials
- Visual resources, vocabulary displays and exemplars

Resources are stored safely and used consistently to promote independence, progression and safe working practices.

How We Check Progress in Design Technology at St Mary's
Assessment Methods
Assessment in Design Technology is ongoing and primarily formative. Teachers assess pupils through:

- Observation of practical work and skills
- Discussion and questioning
- Evaluation of finished products
- Review of design work and written or verbal evaluations
- Pupil voice

Assessment informs future planning and ensures pupils make progress from their starting points.

Monitoring

The quality of Design Technology teaching and learning is monitored through:

- Work scrutiny and photographic evidence
- Lesson visits and learning walks
- Pupil discussions
- Review of planning and progression

Monitoring is carried out by the Design Technology Subject Leader and senior leaders, and findings inform professional development and subject development priorities.

Reporting

Progress in Design Technology is communicated through:

- Ongoing verbal feedback to pupils
- Written reports to parents and carers
- Parent consultations

Reporting celebrates achievement while maintaining high expectations for all pupils.

Reviewing Design Technology at St Mary's

The impact of the Design Technology curriculum is measured by pupils' ability to:

- Design purposeful and functional products
- Apply practical skills and technical knowledge confidently
- Evaluate and improve their work
- Demonstrate creativity, resilience and independence
- Be well prepared for the next stage of their education

Evaluation draws on assessment information, monitoring evidence and pupil voice.

Evaluation

The Design Technology Policy and curriculum are reviewed regularly to ensure they remain effective, inclusive and aligned with statutory requirements and the school's Christian vision. Evaluation considers:

- Assessment outcomes
- Monitoring evidence
- Pupil and staff feedback
- Updates to national guidance

Findings inform subject action plans and ongoing curriculum development.

Roles and Responsibilities

Design Technology Subject Leader

- Providing strategic leadership for Design Technology
- Ensuring curriculum coverage, progression and consistency
- Monitoring teaching, learning and assessment
- Supporting and developing staff expertise
- Keeping up to date with national developments

Class Teachers

- Planning and delivering high-quality Design Technology lessons
- Ensuring safe working practices
- Assessing progress and adapting teaching
- Maintaining high expectations for all pupils

Senior Leaders

- Monitoring standards and outcomes
- Ensuring statutory requirements are met
- Supporting subject leadership and professional development