Design and Technology Policy 2026

St John Vianney Primary School

Design and Technology Policy

Being SJV

Sincere † Joyful † Virtuous

Vision

At St John Vianney Primary School, we recognise the important role that design and technology plays in everyday life. We aim to inspire children to become creative, confident and independent designers who can solve real and relevant problems.

Our curriculum follows the design, make, evaluate and technical knowledge approach, supported by the Design and Technology Association's Projects on a Page scheme. Through purposeful projects, children progressively develop and apply practical skills, including construction, textiles and food preparation, while building their technical knowledge and understanding.

We aim to nurture creativity, curiosity and problem-solving, equipping children with the knowledge, skills and confidence to respond to an increasingly technological world.

Intent

At St John Vianney Primary School, it is our intention that all children:

- Develop the creative, technical and practical knowledge and skills needed to participate confidently in an increasingly technological world.
- Use creativity and imagination to design, make and evaluate purposeful products that meet the needs of different users.
- Develop and apply technical knowledge to solve real and relevant problems in a range of meaningful contexts.
- Select and use appropriate tools, materials, components and techniques with increasing accuracy, confidence and independence.
- Evaluate existing products and their own designs, using this knowledge to refine and improve their work.
- Understand and apply the principles of nutrition and healthy eating, while developing a range of food preparation and cooking skills.
- Make meaningful cross-curricular links, particularly with Mathematics, Science, Computing and Art, and draw upon our school and local context where appropriate.
- Develop creativity, resilience, problem-solving and independence, enabling every child to achieve their potential.

Curriculum Aims

By the end of primary school, pupils will:

- Develop progressive knowledge, skills and understanding in designing, making and evaluating purposeful products.
- Apply their technical knowledge to solve problems and make informed design decisions.
- Select and use appropriate tools, materials, components and techniques with increasing accuracy, confidence and independence.
- Develop creativity, resilience and problem-solving skills, taking pride in their ability to design and make successful products.
- Understand the impact of Design and Technology on everyday life and the wider world, recognising how design can respond to changing needs.
- Evaluate existing products and their own work, identifying ways to refine and improve their designs.
- Understand and apply the principles of nutrition and healthy eating, developing the skills needed to prepare and cook a range of foods safely

Implementation

Curriculum Structure

Design and Technology is taught in accordance with the National Curriculum for England and, in the Early Years, through relevant learning within the Early Years Foundation Stage. We use the Design & Technology Association's *Projects on a Page* as our main curriculum resource to support progression, consistency and curriculum coverage across the school.

Through progressively challenging and purposeful projects, pupils develop their knowledge and skills within the four key areas of Design, Make, Evaluate and Technical Knowledge.

1. Design

Pupils are encouraged to:

- Investigate and explore existing products.
- Identify the intended purpose and user.
- Develop appropriate design criteria.
- Generate, communicate and refine their ideas.
- Draw upon their developing technical knowledge when making design decisions.

2. Make

Pupils learn to:

- Select and use appropriate tools, materials and components.
- Develop practical skills such as cutting, shaping, joining, sewing and food preparation.
- Work with increasing accuracy, confidence and independence.
- Adapt and refine their ideas where appropriate during the making process.

3. Evaluate

Pupils are taught to:

- Investigate and evaluate existing products.
- Evaluate their ideas and finished products against their design criteria.
- Identify strengths and consider how designs and products could be improved.
- Develop an understanding of significant designers, inventors and products as they progress through the school.

4. Technical Knowledge

Pupils progressively develop the technical knowledge and understanding required to design and make effective products. They learn how structures, mechanisms, mechanical and electrical systems work and apply this knowledge within purposeful projects.

Through *Projects on a Page*, pupils experience a broad range of D&T areas, including structures, mechanisms and mechanical systems, textiles, electrical systems, and food and nutrition. Knowledge and practical skills are revisited and developed with increasing challenge as pupils progress through the school.

Overall, this structure enables pupils to build upon prior learning and become increasingly creative, skilled, independent and reflective designers and makers.

Early Years Foundation Stage

In Nursery and Reception, children develop the knowledge, skills and understanding that provide the foundations for Design and Technology. Through practical, play-based experiences, they explore how things work and learn to select and use a range of materials, construction resources and appropriate tools safely and with increasing control. Indoor and outdoor learning opportunities encourage curiosity, creativity, problem-solving, critical thinking and discussion, preparing children for the more structured Design and Technology curriculum in Key Stage 1.

Teaching and Learning

Teachers use a range of teaching approaches to ensure that all pupils are supported and challenged to succeed in Design and Technology, including:

- Direct teaching, demonstration and modelling of skills and techniques.
- Collaborative learning, discussion and sharing of ideas.
- Practical, hands-on designing and making activities.
- Investigation and evaluation of existing products.
- Purposeful problem-solving and design challenges.
- Opportunities for independent thinking, creativity and decision-making.
- Retrieval and revisiting of prior knowledge and skills to support progression.
- Opportunities to reflect upon, evaluate and refine designs and finished products.
- Appropriate questioning to develop pupils' technical knowledge and understanding.

Teaching encourages pupils to become increasingly confident, creative and independent as they progress through the school, applying their knowledge and skills within meaningful design contexts.

Resources

Our Design and Technology resources are selected to support the effective delivery of the Projects on a Page scheme of work and the development of progressive knowledge and skills across the school. Appropriate tools, materials, construction equipment, textiles, electrical components and food preparation equipment are provided to meet the needs of each project.

Resources are organised so that they are accessible, well maintained and appropriate to the age and ability of pupils. Teachers ensure that children are taught how to select and use tools and equipment safely and responsibly. Additional or adapted resources are provided where necessary to enable all pupils to participate fully.

Resources are regularly reviewed and replenished to ensure that they continue to support high-quality, purposeful Design and Technology experiences

Inclusion

SEND

At St John Vianney Primary School, our Design and Technology curriculum is inclusive and enables pupils with SEND to participate fully in the Projects on a Page scheme of work. Teachers adapt activities, resources and levels of support to meet individual needs, while maintaining appropriate challenge and high expectations.

Practical tasks are broken down into manageable steps, with modelling, visual prompts, adapted tools and additional adult support provided where appropriate. Pupils are given opportunities to demonstrate their understanding in different ways and are supported to develop independence when designing, making and evaluating products.

The practical and creative nature of Design and Technology provides opportunities for pupils with SEND to build confidence, develop fine and gross motor skills, solve problems and experience success. Teaching is adapted according to pupils' individual needs so that all children can make meaningful progress from their starting points.

.

Disadvantaged Pupils

We are committed to ensuring that pupils in receipt of Pupil Premium funding have equal access to high-quality Design and Technology provision, including practical experiences and enrichment opportunities. Teachers monitor engagement, progress and outcomes, providing appropriate support and opportunities to enable all pupils to achieve their potential.

Higher Attaining Pupils

Opportunities for challenge are built into lessons through:

- Higher-order questioning and justification of design decisions.
- Greater independence when researching, designing, making and evaluating.
- Developing more complex and innovative design solutions.
- Selecting and using tools, materials and techniques with increasing precision.
- Applying technical knowledge to solve problems and refine designs.
- Critically evaluating products against their design criteria, purpose and intended user.
- Applying knowledge and skills independently in new and unfamiliar contexts.

Enrichment

We seek to inspire pupils beyond the classroom through a range of enrichment opportunities, which may include:

- STEM-focused activities and practical challenges.
- Visits, visitors and workshops linked to design, engineering, food and technology.
- Opportunities for outdoor learning and designing for real-life contexts.
- Cross-curricular projects, including links with Science, Mathematics, Computing and Art.
- Opportunities to continue designing, making and exploring at home.
- Participation in local or national Design and Technology initiatives and events, where appropriate.

- Opportunities to explore the work of designers, engineers, architects, inventors and other relevant professionals.

Impact

The impact of our Design and Technology curriculum is demonstrated through pupils who:

- Develop the creative, technical and practical knowledge and skills needed to participate confidently in an increasingly technological world.
- Build and apply a progressive range of skills through designing, making and evaluating purposeful products for a variety of users and contexts.
- Develop their technical knowledge, using tools, materials and techniques with increasing accuracy, confidence and independence.
- Evaluate their own ideas and products, as well as those of others, identifying strengths and opportunities for improvement.
- Understand and apply the principles of nutrition and healthy eating, developing a progressive range of food preparation and cooking skills.
- Develop creativity, problem-solving, resilience and independence through practical and meaningful design challenges.

Assessment and Monitoring

The impact of the curriculum is evaluated through:

- Ongoing teacher assessment throughout each project.
- Retrieval of prior knowledge and skills.
- Pupil discussion, questioning and explanation of design choices.
- Observation of practical skills and the safe and effective use of tools and materials.
- Assessment of designs, finished products and pupils' evaluations.
- Scrutiny of books and other evidence of the design process.
- Pupil voice activities.
- Lesson visits and learning walks.
- Monitoring by the Design and Technology Subject Leader.

Assessment information is used to identify strengths, address misconceptions and inform future teaching and planning. Teachers use their professional judgement to assess pupils' knowledge, skills and progress.

Conclusion

At St John Vianney Primary School, children are encouraged to take appropriate risks and become creative, resourceful and confident problem-solvers. By designing, making and evaluating purposeful products, they develop the knowledge, practical skills and independence needed for the future. Exploring and evaluating design and technology from the past and present also helps pupils understand its impact on everyday life and the wider world, preparing them to become thoughtful, innovative and capable citizens.