



Holy Family

Catholic Primary School

Design Technology Policy

Approved By:	SLT
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Mission Statement

Our mission statement at Holy Family Catholic Primary School is embedded by the statement of ethos:

'Learning together, playing together, praying together'

Holy Family School is a place that is committed to create challenging, stimulating and effective learning.

We know that God's love surrounds us and we are all valued, gifted and unique.

Intent

At Holy Family, we value Design Technology as an integral part of our children's right to a broad and balanced curriculum. The teaching of Design Technology is developed to **build on children's prior learning** and provide opportunities to **be creative** through curricular and cross-curricular topics. Children are enabled to develop a creative mind-set, become innovative designers and have the opportunity to critically evaluate their own work so they can develop their **resilience**, confidence and critical thinking skills through **working independently and collaboratively with others**. The problem solving and critical thinking skills acquired through design technology lessons can be used across the whole school curriculum and taken into life outside the classroom.

Implementation

At Holy Family, we teach the National Curriculum 2014 and Expressive Arts and Design- Creating with Materials in the Early Years framework. This is delivered through the Kapow Design Technology scheme that is combined with the Kapow Art and Design scheme. Our Design Technology curriculum at Holy Family is tailored to be delivered through the entirety of the school with lessons delivered regularly throughout the timetable when Design Technology is the driver topic, this is in rotation with Art and Design. Lessons are progressive and taught systematically to deliver the content of the National Curriculum while addressing the needs of the children within our school. Topics are planned through long term planning and feed into the medium term planning for each term. This ensures that the skills children learn are built upon each year so that they can be maintained and utilised through cross-curricular links.

Through the teaching of Design Technology, the children at Holy Family will explore a variety of skills associated with textiles, cooking and nutrition, structure, mechanisms, mechanical and electrical systems and control and monitoring. Planning ensures a 'Journey of Learning' that incorporates a skills inquiry where children can learn more about the uses of a product and how it works, an exploration of design where children think critically about their design

to a real-world problem and have the opportunity to design their own product and finally, children are provided with the opportunity to implement their design and critically evaluate their final product. Knowledge, skills and vocabulary is taught progressively throughout school in line with other curricular subjects.

Impact

By the time the children at Holy Family leave our school they should have developed the skills to:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook.

Children should be proficient with the skills they have learnt and be able to apply them in a variety of contexts within their learning and in the real world. They should be able to celebrate their learning and have the confidence to further explore the possibilities presented by the creative world. By using our curriculum, we want more of our children to strive to independently seek out opportunities within the technological community, including career opportunities such as engineers, chefs, scientists and mathematicians.

Planning and Organisation

Design Technology, at Holy Family, is planned through the Kapow Design Technology scheme which is planned in line with the National Curriculum 2014. Design Technology is carefully sequenced with regard and in rotation with Art and Design, to provide a comprehensive curriculum that has been strategically sequenced to ensure a broad and effective learning experience for all pupils. Teachers use long term planning, developed by the Design Technology Coordinator, which informs medium term planning. Each topic is planned to work in unison with cross-curricular links with History, Geography and Science when possible.

Class teachers are responsible for the teaching of Design Technology in their class in consultation with and with guidance from the Design Technology Coordinator, Topic Team and Senior Leadership.

Foundation Stage

Teachers of the Foundation Stage base their teaching on the objectives determined in the Foundation Stage Framework for Early Years (which has been updated in line with the new framework for September 2021). This ensures that they are working towards the 'Early Learning Goals for Creating with Materials under the umbrella of 'Expressive Arts and Design'. The goals involve guiding children to use and explore a variety of materials, tools and techniques while experimenting with colour, design, texture, form and function. Children will also be encouraged to share their creations, explaining the processes they have used.

Key Stage 1 and 2

We use the Kapow Design and Technology scheme for Design Technology in Key Stage 1 and Key Stage 2 to ensure full coverage of the subject is taught. We ensure that there are opportunities for children of all abilities to develop and apply their skills and knowledge in each topic. Opportunities for progression are planned for to ensure that children are increasingly challenged as they progress through the school. Planning is designed to be incorporated using cross curricular links within History, Geography and Science when possible.

Long term plans

Our Long Term Plan for Design Technology provides each year's long term objectives. This is in collaboration with the teaching of Art and Design which is taught in rotation with Design Technology.

Medium term plans

Long term objectives are broken down into half termly, or termly units of work based on long term planning. Plans are reviewed on a regular basis.

Short term plans

Weekly planning is used throughout the school from Y1 to Y6 in which Design Technology is incorporated to be taught regularly throughout the timetable. Planning outlines the learning objectives, which are taken from the medium term plans. The Design Technology coordinator, Topic Team and Senior Management monitor planning, delivery of planning and the impact of this through the children's outcomes.

SEND and Equal Opportunities

At Holy Family Catholic Primary school, we adapt and differentiate learning opportunities for children with SEND in Design Technology lessons. Differentiation is incorporated into the lessons in a variety of ways:

- setting suitable learning challenges
- responding to children's diverse learning needs

Interventions to enable inclusion may involve:

- grouping for teaching and learning purposes
- additional support
- differentiated use of resources

Design Technology is incorporated into a wide range of cross-curricular subjects. In Design Technology lessons, we ensure that EAL children are supported in a variety of ways e.g. emphasising key vocabulary and ensuring that the key vocabulary is explained in a way that can be understood, providing teacher or teaching assistant support, speaking clearly, using resources such as visual images, examples of work and making links to previous experiences.

Recording of Children's Work

Children are encouraged to record their work in their sketchbooks when appropriate and photos are taken when building using different media, for example, sewing textiles or building using pneumatics. Children may use a combination of written responses, mind-mapping, drawn diagrams, product design and photos of final products as a record of their work. Examples of children's work will be retained to provide evidence of on-going Design Technology teaching, assessment for learning and to celebrate the children's work. Examples of the children's work will also be displayed on the school website including photographic evidence of displays, presentations and final products to provide a source of engagement with parents, carers and the wider community.

Marking

Marking is in line with the whole school marking and feedback policy. Feedback relates to their attainment against the learning objectives for Design Technology.

Monitoring and Evaluation

Design Technology is monitored throughout school by the Design Technology coordinator and Topic Team. Evidence is provided through:

- work scrutiny
- data analysis
- review of planning
- learning walks
- pupil interviews

Feedback is shared and discussed with senior management, staff and governors regularly.

Assessment

Teachers make regular assessments of each child's progress and record these using O Track.

Formative assessment opportunities are provided through:

- analysis of children's work
- peer assessment
- questioning
- discussions

Summative Assessment

By using regular formative assessments, teachers are able to determine which objectives have been achieved and which will need revisiting. This information is then reported to parents annually through termly Feedback Reports and through Parents Evenings.

Assessing GDS

It can be challenging to assess Design Technology as work cannot be judged as right or wrong as it can be in other subjects. Teachers must take into account the journey of learning the child has embarked on and how their skills and critical thinking have developed over time to achieve their potential. Therefore, assessment must take place continually through a dialogue of discussions and feedback between children and staff as well as judgment on work designed and created throughout the journey of learning.

When assessing children as GDS, staff should consider the following criteria.

Children can:

- Work independently.
- Demonstrate a creative response to the problem.
- Stick tightly to the brief and consider the end user's needs and preferences throughout the process.
- Think critically about and comment on other products and their own product.
- Amend their product to improve its outcome.
- Display high quality presentation and precision throughout the process of design and make.

Oracy in Design and Technology

At Holy Family Catholic Primary School, we recognise the importance of oracy in developing pupils' understanding of design and technology. We aim to equip our children with the communication skills necessary to explain design decisions, evaluate products, and articulate their problem-solving processes.

Opportunities for oracy in Design and Technology lessons:

- **Discussion & Evaluation:** Pupils will discuss and evaluate their own designs and existing products, considering functionality, aesthetics, and improvements.
- **Explaining Design Choices:** Children will articulate their reasoning behind material selection, structures, and mechanisms, linking their ideas to real-world applications.
- **Questioning:** Open-ended questions will encourage pupils to reflect on the effectiveness of their designs and explore alternative solutions.
- **Presentation Skills:** Pupils will present their prototypes and projects, developing confidence in communicating their design process and outcomes.
- **Structured Talk Opportunities:** Activities such as peer feedback, design pitches, partner talk and product analysis discussions will be embedded into lessons to promote collaborative problem-solving and critical thinking

AI (Artificial intelligence)

At Holy Family, we are committed to delivering a high-quality primary design and technology education that inspires curiosity and fosters a deep understanding of the world. To enhance our established design and technology scheme of work, we integrate the use of Artificial Intelligence (AI) in ways that align with our curriculum goals and support both teachers and learners.

AI tools are employed to complement and enrich our lessons, offering adaptive learning experiences that cater to the varied needs of our pupils. By personalising content delivery, AI enables us to support individual learning paces and styles, ensuring every child has the opportunity to succeed.

Teachers benefit from AI-driven insights that identify areas where students may require additional support, enabling targeted interventions while reducing administrative tasks such as grading. This allows educators to focus more on facilitating engaging and impactful lessons.

By incorporating AI thoughtfully and purposefully, we aim to enrich our curriculum while maintaining its integrity, ensuring our pupils develop the skills and understanding needed to

become confident and curious learners. This approach supports our commitment to delivering a forward-thinking education that prepares pupils for a rapidly evolving world.

Arrangements for review

Policies are regularly updated/reviewed by staff and governors to ensure that all aspects of the Design Technology policy aims are being met and that the standards of Design Technology are continuing to improve. This policy will be reviewed again by the Head teacher, SLT and Design Technology coordinator by September 2025.