



West Winch Primary School

Design Technology Policy 2026

INTENT

The national curriculum for design and technology aims to ensure that all pupils:

- 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.

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

Early Years

Expressive Arts and Design is one of the 4 key areas of the EYFS framework. It involves supporting children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas, and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

Key Stage 1

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in the process of designing and making. They should work in a range of relevant contexts.

When designing and making, pupils should be taught to:

Design

- design purposeful, functional, appealing products for themselves and other users based on design criteria;
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication

technology.

Make

- select from and use a range of tools and equipment to perform practical tasks;
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.

Evaluate

- explore and evaluate a range of existing products and evaluate their ideas and products against design criteria.

Key Stage 2

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in the process of designing and making. They should work in a range of relevant contexts.

When designing and making, pupils should be taught to:

Design

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups;
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.

Make

- select from and use a wider range of tools and equipment to perform practical tasks accurately;
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.

Evaluate

- investigate and analyse a range of existing products;
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work;
- understand how key events and individuals in design and technology have helped shape the world.

IMPLEMENTATION

All children will be taught the skills and principles of Design Technology as outlined in the programmes of study in the National Curriculum for Design Technology. Attainment targets to improve upon are indicated in the Subject Leader's file under assessments. In Reception, the children follow guidelines for creative development as set out in the Early Learning Goals. At key stage one and two, design technology is often rotated or sometimes combined with art and design depending on the relevant links with the class' current learning journey. Additional to this, creativity should be encouraged in all subjects. Teachers ensure that investigating and making includes exploring and developing ideas and evaluating and developing work. Knowledge and understanding informs this process.

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programmes of study, taken from the National Curriculum.

What do Design Technology lessons look like at West Winch?

Design Technology lessons will follow a similar structure across school:

- Researching and looking at focus designers/focus inspiration;
- Technical practice of design and construction skills linked to work taken from the focus designer/inspiration focus;
- Practise ideas in sketchbooks or challenge skills books;
- Final piece building;
- Self/peer evaluation of the final piece.

IMPACT

Design Technology feedback is given verbally by teachers, teaching assistants and sometimes by peers. Some pieces of Design Technology evidence will have written feedback in the form of next steps to challenge and progress learning where appropriate. Assessments will be made by class teachers after each project and these will be used to support an end of year assessment judgment for effort and attainment. The subject leader will assess Design Technology every term.

Special Needs and the Design Technology Curriculum

At West Winch Primary School we teach Design Technology to all children, whatever their ability. Design Technology forms part of the school curriculum policy to provide a broad and balanced education to all children. Through a range of skilled approaches, we enable pupils to have access to the full range of activities involved in Design Technology.

Assessment and Recording

Teachers assess children's work in Design Technology by making assessments as they observe them working during lessons. This allows the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents.

Health and Safety

The general teaching requirement for health and safety applies in this subject. We encourage the children to consider their own safety and the safety of others at all times.

Monitoring and Review

The monitoring of the standards of children's work and of the quality of teaching in Design Technology is the responsibility of the Design Technology Subject Leader and linked Subject Governor. The work of the Subject Leader also involves supporting colleagues in the teaching of Design Technology, being informed about current developments in the subject, and providing a strategic lead and direction for the subject.

Adopted: Spring 2026

Review: Spring 2028



Heather Habbin - Chair of Governing Body