

**Whittingham C of E Primary School Policy for Design and Technology**

**Spring Term 2025**

This policy was written and ratified during Spring Term 2025 and will be reviewed 2029 in line with our policy cycle review.

**Our School Vision and Values**

As a school, we take inspiration from the story of the Good Samaritan (Luke 10:25-37). In this story, the Samaritan was **kind** by going the extra mile so that all the injured man’s needs were met. He was **collaborative** to make sure the man received the best care from him and others. Finally, he was **courageous** in helping someone who was different to him.

These three values are at the heart of the community we seek to be at Whittingham School.

Through our daily worship, we acknowledge the presence of God in our lives.

Through our learning environment, we provide space for everyone to flourish.

Through our broad and balanced curriculum, we aspire for each child to be the very best they can be.

At Whittingham, we are:

**Kind**

Caring for everyone’s safety, happiness and well-being by treating others how we’d like to be treated ourselves.

**Collaborative**

Providing opportunities for all to be involved in the daily life of school; preparing learners to be active in the wider world and fostering a supportive relationship between school, home and church.

**Courageous**

Celebrating what makes each of us unique and special; equipping us to make healthy choices in all areas of our life; and empowering us to step out for justice.

**School Aims:**

• To provide an open, secure and welcoming Christian environment for each pupil. This

is expressed through daily worship which acknowledges the presence of God in our

lives.

• To further develop and value the partnership that exists between school and the local

churches through sharing weekly worship and to encourage an

appreciation of the Christian faith and a familiarity with the local Christian heritage.

• To care for each pupils’ safety, happiness and well-being.

• To value our pupils as individuals, developing their ability to take responsibility for

themselves and their actions, promoting confidence and self-esteem, and respect for

others and their environment.

• To equip our pupils with the knowledge to make informed choices about having a safe

and healthy lifestyle.

• To offer opportunities for our pupils to become involved in the daily life of the school

and to prepare them to play an active role as citizens locally and in the wider world.

• To provide a learning environment, which is challenging and stimulating yet ordered

and disciplined.

• To provide a broad and balanced curriculum, setting realistic targets for each pupil.

• To extend and reinforce our pupils learning, making expectations clear, and raising

achievement levels.

**Aims of the Design and Technology curriculum at Whittingham C of E Primary School**

**Intent**

At Whittingham C of E Primary School, Design and Technology (DT) is a practical subject that fosters creative problem-solving skills. Our curriculum encourages children to identify real-world challenges and collaborate to design and make innovative solutions. We cultivate a culture of risk-taking, resilience, and creativity, encouraging children to develop logical thinking and practical skills while exploring materials and processes.

**Implementation**

Our DT curriculum is aligned with National Curriculum requirements and focuses on three key areas: Textiles, Mechanisms, and Nutrition. Each academic year, children engage in projects within these areas, guided by Kapow Primary DT resources for skills progression, knowledge organisers, and lesson plans. These projects are structured around enquiry questions, encouraging children to explore, research, design, make, and evaluate their creations.

A long-term plan ensures coverage of all areas of study across year groups, with flexibility to adapt based on ongoing assessment and feedback. Key concepts of Research, Design, Make, Evaluate, and Technical Knowledge are integrated into teaching and learning, fostering understanding and progression over time.

Strong curriculum links are established with other subjects, particularly Science, Mathematics, Computing and Forest School, enriching children's learning experiences and reinforcing connections between disciplines. DT projects are designed to provide opportunities for challenge and reflection, encouraging children to think critically and communicate their ideas effectively.

Through a combination of practical activities, discussions, and written reflections, children develop a range of skills and knowledge in DT. Project books and knowledge organisers support learning, providing a platform for idea development, recording progress, and embedding knowledge into long-term memory.

Our aim is to inspire curiosity, creativity, and a lifelong appreciation for design and innovation, equipping children with the skills and mindset to navigate and contribute to a rapidly changing world.

## Where to next?

The national curriculum for Design and Technology:  
The National Curriculum describes what must be taught in Key Stages One and Two. Each teacher at Whittingham Church of England Primary School follows this detailed guidance thus ensuring continuity and progression in the teaching and learning of Design and Technology.

In the Foundation Stage (Nursery and Reception) the curriculum is guided by the Early Years Framework which lead directly into the National Curriculum.

**Organisation**

DT in the nursery and reception classes (Knowledge and Understanding) is planned and delivered as a cross-curricular topic in line with the early year's framework. In KS1 and KS2, DT is mainly planned and taught in accordance with the National Curriculum, making links to topic themes where appropriate. Part of each National Curriculum unit is taught on a termly basis, progressing each term. This ensures our children have a secure understanding of each unit by the end of each academic year.

We recognise that differentiation involves adjusting teaching to meet the learning needs of individual children. Differentiation should be considered when planning work, it is not possible to match every task to the ability of every child but there are certain strategies that can be adopted to ensure that most children are working at the right level.

**Differentiation Techniques**

♦ differentiation by outcome;

♦ differentiation by task;

♦ differentiation by teacher input.

**Strategies to assist differentiation**

♦ groupings by ability, setting targets at different levels;

♦ graded tasks;

♦ open ended tasks;

♦ mixed ability group, peer support;

♦ varied methods of recording;

♦ incorporating stretch and challenge into activities;

♦ promotion of independence enabling smaller guided groups;

♦ adaptation of resources;

♦ use of visual aid, prompts, language mats etc.

**Display**

We recognise the important role display has in informing, stimulating, motivating and celebrating the work of our pupils. Displays have an important role in helping to introduce new concepts or consolidate previously visited ones. They should include the relevant related Design and Technology vocabulary for each unit, be informative and interactive. Vocabulary will also be sent out to parents on the half termly topic letters.

**Impact**

At Whittingham we are continually assessing our pupils and recording their progress. Assessment outcomes are used to inform the next cycle of planning thus ensuring a match of work to the needs of the pupils and ensuring progress.

Assessment for Learning is a key part of every lesson. Teachers assess understanding through observation, talking with children, questioning and feedback of work. The learning objectives for each lesson will be made clear to pupils and revisited during plenary sessions.

Assessment outcomes are analysed by subject leaders and provide the focus for development within the subject for the coming year.

**Reporting**

Teachers report on all subjects including Design and Teachnology in each childs end of year report. In Early Years it is reported as part of ‘Expressive Arts and Design’.

**Resources**

Resources for are stored across school and used across the whole school. The subject leader orders materials and resources to replenish within the budget allocation as determined by the development plan and after consultation with colleagues.

**Equal Opportunities**

As a staff we endeavour to maintain an awareness of, and to provide for, equal opportunities for all pupils in DT. We aim to take into account cultural background,

gender and any special need, both in our teaching attitudes and in the published materials we use with our pupils.

**Children with Specific Needs (English as an Additional Language or Special Educational Needs)**

Wherever possible we aim to fully include all pupils within all lessons so that they benefit from listening and participating with others in demonstration, discussion and explanation. Where necessary, teachers will, in consultation with the senco, draw up an individual plan for the child. Where appropriate, children may work on an individualised programme with support or specialist staff. Children may also receive targeted support within the classroom.

Specific planning to meet the needs of such children is identified in the teachers’ short term planning. This may take the form of simplified or modified tasks or the use of support staff.

**Stretch and Challenge**

All children will be taught within the appropriate peer group. Children will be taught key skills and will be assessed at greater depth in their application of the skills across all areas of the curriculum.

**Homework**

DT does not form a specific part of the school’s homework policy; however, teachers may wish to encourage children to further their own research along with completion of project-based homework.

**Role of the Coordinator**

The curriculum coordinator works alongside the SLT to monitor standards of teaching and learning at our school. A structured cycle of planning and work scrutiny, observations, and pupil, parent and staff questionnaires will provide information to judge the effectiveness of the subject as well as future development points. The coordinator is responsible for ensuring the curriculum coordinator folder on the shared google drive is kept up to date, that staff are supported and given opportunities for curriculum development as well as resources being well organised, relevant and up to date. They will also ensure that the Curriculum Area for their subject on the school website is relevant and up to date.

**The coordinator for Design and Technology is:**

**Toni Marsden**