

St Mary Magdalene C of E Primary School
Headteacher: Mrs S Pearson
Assistant Headteachers: Miss E Cave and Mrs R Turvey



Design and Technology Policy

May 2026

Policy: Design and Technology Policy

Approved by: Headteacher

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Review cycle: Annually

VERSION CONTROL

VERSION	DATE	AUTHOR	CHANGES
2	25.3.25	E Cave	Added version control Updated timetable changes to ensure that DT is taught weekly Updated appendices – DT planning format
3	12.5.26	E Cave	No changes made.

Design and Technology Policy

Our Theologically Rooted Christian Vision

We choose courage over comfort because we know that 'the Lord our God is with us' (Joshua 1:9).

Courage

We are called to create an environment where both children and staff aspire to be, and give, their best. Everyone is emboldened to take risks, overcome challenges and be courageous in their efforts to achieve their potential. Leaders make bold curriculum choices that enable children to:

- gain knowledge, skills and experiences to navigate life in an evolving world; and
- develop characteristics such as self-belief, ambition, and resilience to overcome life's challenges.

"Be strong and courageous. Do not be afraid; do not be discouraged, for the Lord your God is with you." (Joshua 1:9)

Love

Jesus embodies the love and compassion of God for each person, and Christians are called to follow him in this. In our family, love impels us to:

- put others' needs above our own;
- act with humility and without entitlement;
- empower all our community to flourish and succeed;
- provide a haven of compassion and safety, where children and adults know that they are cherished; and
- support those experiencing suffering and sadness – in our community and beyond.

"Let all that you do be done in love." (1 Corinthians 16:14)

Respect

We seek to model to children an ethos of living well together. The flourishing of pupils goes hand in hand with the flourishing of the wider school community: staff, families, governors and friends of the school. Just as Jesus respected people by taking the time to care for them, we endeavor to:

- celebrate the Christian faith;
- foster deep respect for other cultures, faiths and traditions;
- provide an inclusive environment where special provision is afforded to those with disabilities or special educational needs; and
- challenge inequality.

"Whatever you wish that others would do to you, do also to them." (Matthew 7:12)

Forgiveness

Faults, flaws, and mistakes are an unavoidable part of human life. Though Jesus preached the importance of repentance, even in moments of great personal torture, he prayed for forgiveness for his tormentors. Therefore, in our family, we seek to:

- hold ourselves and others accountable for our/their actions;
- have a robust approach to dealing with situations when things go wrong;
- repent when we fall short of our own and others' expectations; and
- forgive others for their indiscretions.

"If your brother sins, rebuke him, and if he repents, forgive him." (Luke 17:3)

Honesty

An honest person makes a habit of making accurate, trustworthy statements about life, self, others, and God; they represent themselves just as they are and tell others the truth about themselves. That said, the

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Bible tells us that honesty should always be accompanied by gentleness (Colossians 4:6). With this in mind, we strive to build kind and trusting relationships by:

- speaking and acting with integrity;
- ensuring that children have a strong voice in every aspect of school life, and acting on this; and
- working openly and compassionately with others, even when messages might be difficult to give or receive.

“And you will know the truth, and the truth will set you free.” (John 8:32)

Roles and Responsibilities

The subject leader is responsible for:

- Preparing policy documents and progression maps for the curriculum.
- Reviewing changes to the national curriculum and advising on their implementation.
- Monitoring the learning and teaching of design and technology, providing support for staff where necessary.
- Ensuring the continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop colleagues' expertise in the subject.
- Organising the deployment of resources and carrying out an annual audit of all design and technology-related resources.
- Liaising with teachers across all phases.
- Communicating developments in the subject to all teaching staff.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring common standards are met for recording and assessing pupil performance.
- Advising on the contribution of design and technology to other curriculum areas, including cross-curricular and extra-curricular activities.
- Collating assessment data and setting new priorities for the development of design and technology in subsequent years.

The classroom teacher is responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' design and technological skills, with due regard to the school's concept curriculum.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the school's concept curriculum.
- Liaising with the subject leader about key topics, resources and support for individual pupils.
- Monitoring the progress of pupils in their class and reporting this on an annual basis to parents.
- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the senior leadership team (SLT).
- Undertaking any training that is necessary in order to effectively teach the subject.

The special educational needs coordinator (SENCO) is responsible for:

- Liaising with the subject leader in order to implement and develop design and technology throughout the school.
- Organising and providing training for staff regarding the design and technology curriculum for pupils with special educational needs and disabilities (SEND).
- Advising staff how best to support pupils' needs.
- Advising staff on the use of teaching assistants in order to meet pupils' needs



Curriculum Progression and Sequencing

- The school carefully sequences **user, implementation** and **innovation** procedures to build knowledge and skills systematically over time. This is illustrated by way of a **Design and Technology Curriculum Progression Map** which sets out the objectives taught in each year group across the school alongside the order of units taught; this can be found in the appendix of this policy.
- The school also sets out **Long Term Overviews** which mirror and add detail to the Progression Map. These can also be found in the appendix to this policy.

Planning

- All relevant staff members are briefed on the school's planning procedures as part of their staff training.
- Design and technology is taught throughout all three terms as part of a project per half term. This should be taught weekly to support children's spaced retrieval.
- Lesson plans will demonstrate a balance of interactive and independent elements used in teaching, ensuring that all pupils engage with their learning.
- Long-term planning, set out by the Design and Technology Subject Lead, will be followed in each year group.
- Short-term planning is the responsibility of the class teacher. This is achieved by building on long-term planning.
- Class teachers should use the DT Planning format that is assigned to the subject. See planning format in the appendix.
- All lessons will have clear learning objectives, which are shared and reviewed with pupils.
- Lessons will be differentiated to meet the needs of all pupils. This will be flexible and informed by assessment and feedback.
- Differentiation will usually be by task, resources or support and led by the teacher.

Lesson Delivery

- Staff deliver lessons which are guided by St Mary's bespoke principles detailed below alongside examples of good practice:

Progressive	Creative	Reflective	Communicative
1. Learning is challenging and well differentiated to match individual needs (where appropriate). 2. Expectations are high (i.e. behaviour for learning/application of knowledge & skills across the curriculum) 3. Lesson content progressively demands more of pupils. 4. Staff subject knowledge is deep enough to challenge <i>all</i> pupils effectively.	1. Creative teaching leads to high levels of engagement from <i>all</i> children. 2. Pupils are curious and contribute original thoughts 3. Teaching encourages children to make links and think deeply 4. Children discern subtle differences between similar concepts/ideas. 5. Enabling Environments support and enrich learning	1. Pupils' understanding is systematically checked and acted upon; this leads to adaptations to their thinking 2. Feedback focusses on improving knowledge, understanding and/or skills. 3. Children think critically by examining meaning, questions and assumptions 4. Pupils use feedback effectively and capitalise on opportunities to use feedback (written or oral).	1. Opportunities for respectful collaboration 2. Children are encouraged to verbalise their thinking 3. Teachers model clearly 4. There are opportunities for vocabulary development 5. Teachers' questioning promotes creative and critical thinking. 6. Exemplary behaviour creates a positive ethos

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- Resources are prepared in advance and made readily available to pupils. They are accessible to all and appropriate for the learning objectives of the lesson. In addition, they cater to pupils' different learning styles.
- The school sets high expectations for all pupils, regardless of ability, circumstances or needs.

Assessment, Marking and Feedback

- Assessment should be carried out in line with the school's Assessment Policy and Effective Marking and Feedback Policy. This can be found in the appendix of this document.

With specific reference to formative assessment in Design and Technology, the following will apply:

- Pre and post assessments are carried out for each unit taught by way of a pre assessment based on children's prior learning within particular concepts. Post assessments will be then carried out based on the children's current topic. These pre and post assessments should be stuck into DT books at the beginning and the end of a unit. Post assessments are then to be used in triangulation with the children's progress across a unit and outcome to make a judgement that is then recorded on FFT.
- Staff can refer to a growing portfolio of exemplification material to support their summative judgements.

Monitoring and Review

This policy will be reviewed after **one year** by the **subject leader**.

Any changes made to this policy will be communicated to all members of staff.

All members of staff involved with directly leading and supporting the teaching of DT are required to familiarise themselves with this policy.

The scheduled review date for this policy is **May 2027**.

Appendices

Please follow the hyperlinks to the following documents:

- [Teaching and Learning Policy](#)
- [Marking and Feedback Policy](#)
- [Design and Technology Curriculum Progression Map](#)
- [Foundation Stage LTP](#)
- [Year 1 LTP](#)
- [Year 2 LTP](#)
- [Year 3 LTP](#)
- [Year 4 LTP](#)
- [Year 5 LTP](#)
- [Year 6 LTP](#)

Design and Technology Planning Format

Wider Curriculum Planning: DT

YG:
 Term:
 Focus Concept:
 Block from LTP:

Overarching Objectives <small>(Taken from FFT/Wider Curriculum Booklet)</small>	•
Key Vocabulary: <small>(Taken from curriculum plans)</small>	•
Prior learning on this concept <small>What have children learned in previous year groups?</small>	•
Findings from Pre-Assessment <small>Which children and/or concepts need additional focus or deeper understanding?</small>	•
Possible misconceptions during the unit	•

Session 1

Intention	Teach	Application and Assessment
Date: Today's UI (taken from FFT):	Recap: Lesson Outline: (4-5 numbered bullet points to outline lesson sequence)	<i>(All children should be working towards the same outcome, with adaptive teaching strategies to scaffold learning depending on individual needs – this will be informed by your AFL)</i> Activity and Resources: Assessment for learning strategies: a few ways that you will assess learning throughout and at the end of the session <i>(See Assessment File on Teams – AFL Strategies for support)</i> Support pupils' by: Focussing on what you would see in a child's book to support them etc <i>(See Adaptive Teaching in Assessment File for Bloom's stages to support with this- this is in addition to what is already adapted for below)</i> Deepen pupils' knowledge by: Focussing on what you would see in a child's book to challenge them etc <i>(See Adaptive Teaching in Assessment File for Bloom's stages to support with this- this is in addition to what is already adapted for below)</i>
	1. 2. 3. 4. Plenary:	Key Questions: <i>(Consider Bloom's stages - See Adaptive Teaching in Assessment File for support with this)</i> Focus Children/Group & Adults' Roles: <i>(To be informed by pre-assessment and previous week's assessment)</i>

Learning Needs & Adaptive Teaching Strategies to be used in this lesson: *(highlight & add initials as appropriate)- the things you would see in an hour lesson observation*

Barrier	Pupils	Adaptive strategy
Cognition/Working memory		Reduced material, pace, personalised instructions, pre-learning, over learning, ICT, immediate feedback, practical approach, scaffolded activities, targeted questioning.
Dyslexia		Multisensory qppa , dyslexia friendly PPTs/sheets (less writing on page), coloured backgrounds/overlays, line tracker, new language in small chunks, alternative feedback strategies, word banks
Emotional/MH barriers/ tiredness		Brain breaks/time out, fidget toys, emotional check-ins, safe space, avoid triggers, emotion coaching, reduced demands, calm approach
ASD		Clear routines, visual timetable, now/next boards, low stimulus resources, limit transitions, integrate their interests, chunked learning, provide choices, practical tasks, limited recording.
Dyscalculia		Concrete manipulatives, extra time in tests/tasks, diagrams to support understanding, multisensory approach, overlearning and repetition, 100 square, times table facts for reference, number bonds for reference.
ADHD		Personal reward system, brain breaks, chunked learning, now/next boards, low stimulation environment, organisational support, planning aids
Physical barriers (i.e. hearing, visual, speech, mobility)		Accessibility adjustments (i.e. seating position), alternative recording strategies, larger print, providing info in alternative forms, visual aids, gesture, chunking information, repetition, word mats, varied pace, additional time, assistive technology.
High ability – requiring challenge		Tasks should be different – not more of the same. Tasks requiring higher order thinking (analysis, creation, evaluation – see Bloom's Taxonomy), increased levels of independence, investigations, targeted questioning
Other		Detail support here: