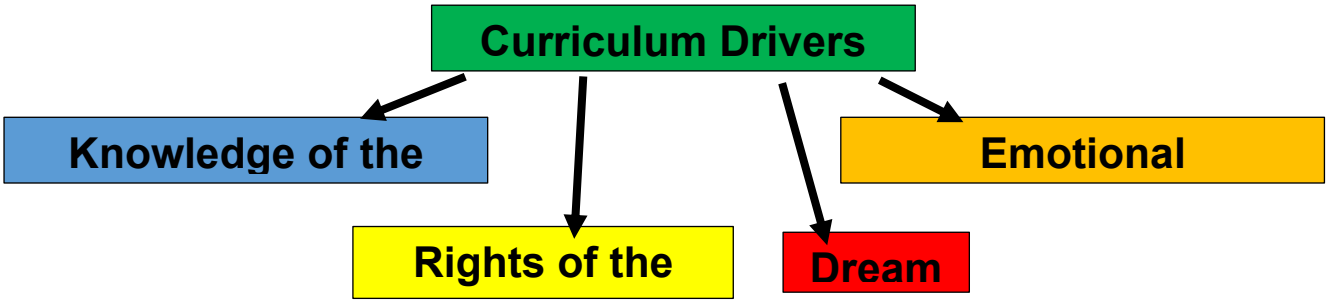
Simonside Design and Technology Policy
Updated November 2025



PURPOSE OF STUDY

At Simonside Primary school, we firmly believe that Design and Technology (DT) inspires children to think independently, innovatively and develop creative, procedural and technical understanding. Our DT curriculum is embedded in the study of significant design and designers that inspire aspirational learners with a strong self-awareness. Design and Technology (DT) is at the crux of life in the 21st century and embraces all aspects of modern day life. At Simonside, we embrace this notion and strive to ensure children develop success within DT to ensure they are lifelong innovators, freethinkers and problem solvers.

INTENT

Aims

Our Design and Technology curriculum is underpinned by our **Curriculum Drivers.**

Knowledge of the World – Our curriculum is designed to inspire pupils in all areas of Design and Technology and allow them to develop a range of skills, which they are then able to use in their future education and beyond. Children learn about countries and cities where some of the greats have completed their most famous pieces of work.

Rights of the Child - Through their collaborative and co-operative work across a range of activities and experiences in Design and Technology, the children develop respect for the

abilities of other children and a better understanding of themselves. They also develop a respect for the environment, for their own health and safety and for that of others. They develop their cultural awareness and understanding, and they learn to appreciate the value of differences and similarities. A variety of experiences teaches them to appreciate that all people are equally important, and that the needs of individuals are not the same as the needs of groups.

Dreams - Design and Technology is a subject, which can inspire children to follow their hopes and dreams. Children may discover they have a real talent in a certain area of the subject and may use one of the greats as their inspiration to help them to reach their future goals.

Emotional Intelligence - Design and Technology contributes to the teaching of personal, social and health education and citizenship. We encourage the children to develop a sense of responsibility in following safe procedures when making things. They also learn about health and healthy diets. Their work encourages them to be responsible and to set targets to meet deadlines, and they learn, through their understanding of personal hygiene, how to prevent disease from spreading when working with food.

IMPLEMENTATION

At Simonside Primary in Design and Technology, we follow the 3 key concepts below

Master practical skills
This concept involves developing the skills needed to make high quality products.

Design, make, evaluate and improve
This concept involves developing the process of design thinking and seeing design as a process.

Take inspiration from design throughout history
This concept involves appreciating the design process that has influenced the products we use in everyday life.

We recognise that Design and Technology is a practical subject and aim to prepare pupils to participate in tomorrow's rapidly changing technologies by concentrating on the essential characteristics detailed below:

• Significant levels of originality and the willingness to take creative risks to produce innovative ideas and prototypes.

• An excellent attitude to learning and independent working.

• The ability to use time efficiently and work constructively and productively with others.

• The ability to carry out thorough research, show initiative and ask questions to develop an exceptionally detailed knowledge of users' needs.

• The ability to act as responsible designers and makers, working ethically, using finite materials carefully and working safely.

• A thorough knowledge of which tools, equipment and materials to use to make their products.

• The ability to apply mathematical knowledge.

• The ability to manage risks exceptionally well to manufacture products safely and hygienically.

• A passion for the subject and knowledge of, up-to-date technological innovations in materials, products and systems.

To achieve our aims we ensure that the planned activities our children undertake are challenging, motivating, relevant and enjoyable. We give children confidence in their work by providing continual support and encouragement. The children are extended in their work in a way which develops their expertise. The children are provided with the very best resources possible, while constantly reviewing this provision in the light of curriculum changes, development and budget constraints.

TEACHING AND LEARNING

We use a skills based cross-curricular approach to teaching and learning using Milestones take from Chris Quigley. We ensure that children have the opportunity to investigate, explore and develop ideas as well as evaluate, revisit and improve their work. We do this through the six phases of a lesson – connect, explain, example, attempt, apply and challenge

In Early Years Foundation Stage, Design and Technology is an integral part of topic work, relating aspects of the children's work to the objectives set out in the Early Learning Goals, and Expressive Arts and Design. To facilitate these objectives, different teaching styles and methods are used as appropriate. These include small group and individual work.

Our long term plans give details of each unit of work for each year group. They identify learning objectives and outcomes for each unit, and ensure an appropriate balance and distribution of work across each term. Students are able to take advantage of a fully resourced STEM room which enhances their learning experience in this subject.

SCAFFOLDING IN DESIGN TECHNOLOGY

At Simonside Primary, we recognise the individuality of each pupil in our care and aim to cater our curriculum to suit the needs of every learner. Our DT curriculum is designed to encourage all children to reach their fullest potential through the provision of varied and individually tailored activities and learning opportunities. The activities match the needs of children with SEN (special educational needs), along with GD (greater depth) pupils and those children with EAL (English as an additional language). Support for children therefore needs to be appropriate and can be achieved through a range of strategies. We achieve this by:

- Setting common tasks which are open ended and can have a variety of responses.
- Having a collaborative task; pairing children and mixing abilities.
- Using additional adults to support the work of individuals or small groups.
- Providing engaging and appropriate resources.
- Setting challenges to stretch and challenge pupils.

VOCABULARY

Key vocabulary is carefully planned and mapped in to the DT curriculum, ensuring progression and the opportunity to build upon previous learning, so children can begin to talk like a designer. This vocabulary is linked to the core knowledge covered in each block.

ORACY

We recognise the importance of oracy in supporting pupils' learning in DT. Children will be given regular opportunities to develop and apply spoken language skills, including:

- Describing and explaining their own and others' work using appropriate vocabulary.
- Engaging in structured discussions to develop ideas collaboratively.
- Asking questions and giving feedback in a respectful, constructive manner.
- Using talk to plan, reflect on, and evaluate creative processes.
- Presenting their work and ideas clearly to peers.

Teachers will explicitly model and scaffold effective talk in DT lessons, fostering a classroom culture in which pupils can confidently share and justify their thinking. Oracy will be planned and taught progressively to enable all learners to access, deepen and communicate their understanding of DT.

CONTINUITY AND PROGRESSION

Continuity and progression has been built into our planning through our Progression of Knowledge and Skills documentation. This allows pupils to gain a deeper understanding and competency in the subject as they move through the school. Learning focuses are revisited throughout the children's time at Simonside Primary School and prior learning is considered and built upon, relating to skills and knowledge acquired in the previous years.

IMPACT

Assessment for learning

Assessing a child's performance is a continuous process and uses the following:

1. Looking at a child's recorded work i.e. model, photographs, written work.
2. Pupil Book Study
3. Individual discussion.
4. Listening to the children's ideas as they discuss between themselves.
5. Observing the children's skills in Design and Technology.
6. Record the progress that children make by assessing the children's work against the learning objectives for their lessons. At the end of a unit of work, teachers make a judgement against the milestones and record on the DOL tracker.

Pupil Book Study

At Simonside Primary School, we recognise the importance of children being able to look back and reference their own work and progression in every subject. Children will be able to talk confidently about previous work, as well as the knowledge and skills associated with each unit. They will then be able to use this to reflect on their personal progression within the subject and their achievements throughout their school journey.

SAFETY IN DESIGN AND TECHNOLOGY

The safety of the children is the responsibility of the class teacher. The children are made aware of the safe use and correct procedure involved when using tools and equipment in a learning environment and how to follow proper procedures for food safety and hygiene. The children are made aware of the need to be careful and to understand that their actions can affect others.

ROLE OF THE SUBJECT COORDINATOR

The Design and Technology coordinator, supported by the Senior Leadership Team, is responsible for:

- Observing and monitoring the quality and impact of teaching and learning in Design and Technology.
- The monitoring of the standards of children's work.
- Providing support for colleagues in the teaching of Design and Technology.
- Renewing, updating and complementing the resources needed to deliver the curriculum.
- Monitoring whole school planning, to ensure progression and continuity.
- Keeping staff informed of developments or changes in the curriculum.
- Overseeing and implementing the policy.
- Ensuring STEM room is fully resourced based on whole school planning.