



St Theresa's Catholic Primary School: Design Technology Policy

Date of Creation: October, 2025

Review Date: October, 2026

Policy Owner: DT Subject Lead – Rachel Hulley

Approved by: Governors

1. Purpose

This policy outlines the framework for Design Technology (DT) at St Theresa's Catholic Primary School. It aims to ensure that all pupils receive a high-quality DT education that fosters creativity, problem-solving skills, and practical knowledge, while also aligning with the school's Catholic ethos and values. The policy reflects the requirements of the National Curriculum for Design and Technology and supports the school's overall aims for pupil achievement and well-being.

2. Aims and Objectives

The aims of this Design Technology policy are to:

- Provide a broad, balanced, and relevant DT curriculum for all pupils.
- Develop pupils' creativity, imagination, and problem-solving skills.
- Equip pupils with the knowledge, understanding, and skills to design and make high-quality prototypes and products for a wide range of users.
- Encourage pupils to evaluate and test their ideas and products and the work of others.
- Foster an understanding of the impact of DT on society and the environment.
- Promote safe working practises in DT activities.
- Develop pupils' understanding of essential vocabulary, definitions and etymology.
- Ensure pupils know, understand and use subject specific terms in various contexts.

The objectives of this Design Technology policy are to:

- Ensure that DT is taught effectively across all year groups, adhering to the National Curriculum requirements.
- Provide teachers with the necessary resources, training, and support to deliver engaging and effective DT lessons.
- Assess pupils' progress in DT regularly and use this information to inform future teaching and learning.



- Provide opportunities for pupils to showcase their DT work and achievements.
- Involve parents and the wider community in DT activities.
- Ensure that all DT activities are conducted safely and in accordance with relevant health and safety regulations.

3. Curriculum

3.1 Curriculum Content:

- The DT curriculum at St Theresa's will follow the National Curriculum for Design and Technology.

The curriculum will cover the following key areas:

Research: Exploring existing products and looking at technique and style.

Design: Generating, developing, modelling and communicating ideas.

Make: Planning, selecting appropriate tools and techniques, and making products.

Evaluate: Testing, evaluating and improving products.

Technical Knowledge: Understanding and applying relevant technical knowledge, such as structures, mechanisms, electrical systems, and materials.

- The curriculum will be differentiated to meet the needs of all pupils, including those with SEND and those who are more able.
- Essential vocabulary will be taught with both definition and etymology.
- These words will be taught using the Frayer model and pupils will be expected to know, understand and use these terms in various contexts.
- Teaching vocabulary explicitly ensures precision, they are sequential and encourage a love of words and language.

3.2 Curriculum Planning and Delivery:

- Teachers will use a variety of teaching methods to engage pupils and promote active learning.
- Lessons will be planned to provide opportunities for pupils to work individually, in pairs, and in groups.
- Pupils will be encouraged to take risks and experiment with different ideas and techniques.
- Cross-curricular links will be made where appropriate to enhance learning and provide real-world contexts.



- The DT curriculum will be reviewed regularly to ensure that it is up-to-date and relevant.

4. Resources

4.1 Equipment and Materials:

- The school will provide adequate resources for DT activities, including tools, equipment, and materials.
- Resources will be stored safely and securely.
- Teachers will be responsible for ensuring that resources are used appropriately and maintained in good condition.
- The school will allocate a budget for the purchase of new resources and the maintenance of existing resources.

4.2 ICT:

- ICT will be used to support DT activities where appropriate.
- Pupils will be taught how to use ICT safely and responsibly.
- The school will provide access to appropriate software and hardware for DT activities.

5. Teaching and Learning

5.1 Teaching Strategies:

- Teachers will use a variety of teaching strategies to engage pupils and promote active learning.
- Lessons will be planned to provide opportunities for pupils to work individually, in pairs, and in groups.
- Pupils will be encouraged to take risks and experiment with different ideas and techniques.
- Teachers will provide clear instructions and demonstrations.
- Teachers will provide regular feedback to pupils on their progress.
- Great Teaching Toolkit strategies will be used to improve pedagogy and pupil outcomes.

5.2 Assessment:

- Pupils' progress in DT will be assessed regularly using a variety of methods, including:
 - Observation
 - Pupil Book Study – Detailed pupil conferences to be carried out throughout the year in each subject



- Discussions
- Written work
- Practical activities
- Assessment will be used to inform future teaching and learning.
- Parents will be informed of their child's progress in DT through regular reports and parent-teacher meetings.

6. Health and Safety

6.1 Risk Assessment:

- A risk assessment will be carried out for all DT activities.
- The risk assessment will identify potential hazards and outline control measures to minimise the risk of injury.
- Teachers will be responsible for ensuring that pupils are aware of the risks involved in DT activities and that they follow safe working practises.

6.2 Safe Working Practises:

- Pupils will be taught how to use tools and equipment safely.
- Pupils will be required to wear appropriate safety equipment, such as goggles and aprons.
- Pupils will be supervised closely during DT activities.
- Any accidents or incidents will be reported and investigated.

7. Inclusion

7.1 SEND:

- The school will provide appropriate support for pupils with SEND to enable them to access the DT curriculum.
- Teachers will differentiate their teaching to meet the needs of pupils with SEND.
- Pupils with SEND will be given the opportunity to achieve their full potential in DT.
- SENDco will embark on a whole-school project to address the issues facing pupils with ASD and improve how staff support their learning and behavioural challenges.

7.2 Equal Opportunities:

- The school will ensure that all pupils have equal opportunities to participate in DT activities, regardless of their gender, race, religion, or disability.
- The DT curriculum will be designed to be inclusive and to promote equality and diversity.



8. Parental Involvement

8.1 Communication:

- Parents will be informed of their child's progress in DT through regular reports and parent-teacher meetings.

9. Monitoring and Evaluation

9.1 Monitoring:

- The DT subject leader will monitor the implementation of this policy.
- The DT subject leader will observe DT lessons and provide feedback to teachers.
- The DT subject leader will review pupil work and assessment data.

9.2 Evaluation:

- This policy will be evaluated annually by the DT subject leader and the senior leadership team.
- The evaluation will consider the effectiveness of the policy in achieving its aims and objectives.
- The evaluation will identify areas for improvement.
- The policy will be revised as necessary.

10. Staff Training and Development

- The school will provide staff with appropriate training and development opportunities to enhance their knowledge and skills in DT.
- Training will be provided on new resources, teaching strategies, and health and safety procedures.
- Staff will be encouraged to attend external DT courses and conferences.
- Subject-specific CPD needs identified by teachers are supported.

11. Links to Other Policies

This policy is linked to the following school policies:

- Teaching and Learning Policy
- Assessment Policy
- SEND Policy
- Safeguarding Policy
- Health and Safety Policy
- Behaviour Policy
- Equality and Diversity Policy



12. Policy Review

This policy will be reviewed annually or sooner if necessary, in light of new guidance or legislation.

.