

GUARDIAN ANGELS' RCPS DESIGN & TECHNOLOGY POLICY

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Last reviewed: February 2026	
Next review: February 2028	

Mission Statement

At Guardian Angels', we follow in the footsteps of Jesus to love, learn and grow.

Our Own Grown Curriculum

Our own grown curriculum provides every child with a Catholic education based on the life and teachings of Jesus Christ in which our schools Mission Statement and the Gospel Values underpin all aspects of school life.

We recognise and celebrate that every child is made in the image and likeness of God.

Our curriculum is inclusive and meets the needs of every child in our school.

We have grown a curriculum that is progressive and sequential, creative, challenging, fun and enriching. The curriculum provides every child with the knowledge, skills and experiences to become excellent lifelong learners and equip them to embrace the diverse and ever changing world that we live in.

Purpose of this policy

This policy reflects the aims and values of Guardian Angels' RCPS. It ensures all stakeholders, including staff, governors, parents and children, are working towards the same goals.

The purpose of this policy is to:

- Set out a framework for all teaching and non-teaching staff, giving guidance on planning, teaching and assessment
- Demonstrate adherence to the National Curriculum objectives and guidelines
- Provide clear information to parents and carers about what their children will be taught
- Allow the governing board to monitor the curriculum

Our Vision

At Guardian Angels' RCPS, we believe that a high-quality Design and Technology curriculum enriches children's learning and enables them to communicate their thoughts, ideas and observations in a practical and resourceful way. In talking about design and technology and evaluating their own and others' work, children are encouraged to develop their visual language, ideas and feelings. Through experience of a variety of materials, tools and techniques children have the opportunity to record creatively the world around them.

"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.”
National Curriculum 2014

Our teaching will equip children to ask perceptive questions, think critically, evaluate throughout a design process and use initiative to develop unique design across a wealth of skills, tools and materials.

Aims and outcomes

By the end of Year 6, children should:

- Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- Understand how crafters and designers have shaped our culture throughout history
- Be able to recall a wide range of designers, craft makers, architects, inventors, chefs and bakers
- 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
- Continually 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 using progressive skills

Teaching and learning of Design & Technology

EYFS:

In the Early Years, design and technology is taught through direct teaching to share knowledge with the children. During continuous provision, the children have the opportunity to apply and practice their understanding and skills through adult directed tasks or independent learning time. In addition to the subject, the children in EYFS are continually encouraged to make, change and modify creations for themselves. This is where the children start to understand the possibilities and limitations of different materials and resources.

Three overarching topics planned in advance to span across the three terms in the year to prepare the children for Year 1. Teachers in the EYFS also plan for seasonal, or calendrical events to support the children in understanding the world around them.

Communication and Language

- Learn vocabulary
- Use new vocabulary through the day and in different contexts
- Articulate their ideas and thoughts in well-formed sentences

Personal, Social and Emotional Development

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge
- Understand the importance of healthy food choices

Physical Development

- Hold a pencil effectively in preparation for fluent writing
- Use a range of small tools, including scissors, paintbrushes and cutlery
- Begin to show accuracy and care when drawing

Expressive Arts and Design

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
- Share their creations, explaining the process they have used
- Make use of props and materials

Key Stage One:

A focus Design & Technology lesson is taught for two hours within a two week timetable, every other half term. Links are made throughout the year, during the teaching of other subjects across the curriculum. Lessons will include visual elements such as videos and use of pictures and physical examples and artifacts to support children's learning. Written evaluation and designs, and a final project is produced. Photographs of group tasks and individual work can be found on the School Website.

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 [for example, cutting, shaping, joining and finishing]
- 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
- Evaluate their ideas and products against design criteria

Technical knowledge

- Build structures, exploring how they can be made stronger, stiffer and more stable
- Explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products

Key Stage Two:

A focus Design & Technology lesson is taught for two hours within a two week timetable, every other half term. Links are made throughout the year, during the teaching of other subjects across the curriculum. Lessons will include visual elements

such as videos and use of pictures and physical examples and artifacts to support children's learning. Written evaluation and designs, and a final project is produced. Children develop their ability to make comparisons between their own and others' work, including that of famous designers and inventors. A sense of enquiry is developed and expressed through continual evaluation. Photographs of group tasks and individual work can be found on the School Website.

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 [for example, cutting, shaping, joining and finishing], 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

Technical knowledge

- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- Apply their understanding of computing to program, monitor and control their product

Our aim is to provide children with a broad curriculum inclusive of creative subjects both inside of the classroom timetable and outside of it. Our main principle is to create successful, confident and resilient learners that enjoy their education and achievements. Both skills and knowledge that children will develop in Design and Technology is mapped across each Key Stage to ensure both coverage and progression. Cooking and Nutrition is mapped out for each year group from Nursery to Year 6 to show progression. For enrichment and further opportunities, our school provides numerous extracurricular activities that interconnect with Design and Technology. This provides the children with exposure to different forms that consequently broadening and deepening their National Curriculum knowledge. As a school that provides a Forest

School, the children use skills such as sculpting to create tools and carvings. We ensure that all children are exposed to lots of their cultural capital through school trips e.g. to the local galleries. Teachers will ensure their classroom is a calming space to ensure a creative environment.

Cooking and Nutrition

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

EYFS

Communication and Language

- Learn vocabulary
- Use new vocabulary through the day and in different contexts
- Articulate their ideas and thoughts in well-formed sentences

Personal, Social and Emotional Development

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge
- Understand the importance of healthy food choices

Physical Development

- Use a range of small tools, including scissors and cutlery
- Promote hand-eye coordination

Expressive Arts and Design

- Safely use and explore a variety of tools and techniques
- Share their creations, explaining the process they have used

Key Stage 1

Pupils should be taught to:

- Use the basic principles of a healthy and varied diet to prepare dishes
- Understand where food comes from.

Key Stage 2

Pupils should be taught to:

- Understand and apply the principles of a healthy and varied diet
- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed

Resourcing

All resources are kept in accessible central areas and materials are monitored by the Design and Technology Subject Lead.

Health and Safety

Pupils will be taught to use tools and equipment safely when using it during practical

activities. Class Teachers, Teaching Assistants and the Subject Leader will check tools regularly and report any damage, taking defective equipment out of action. Teachers will ensure the School Policy for Health and Safety is integrated into Design and Technology teaching.

Design & Technology Curriculum overview

	Learning Journey 1	Learning Journey 2	Learning Journey 3
Nursery	Mechanisms Final piece – Make a card	Structure Final Piece – Make a Lego Chair	Cooking & Nutrition Final piece – To make a quick filling breakfast with bread. <i>Explore – Paul Hollywood</i>
Reception	Mechanisms Final piece – Make a sliding character in a book <i>Explore – Alex Sheffler</i>	Structure Final piece – Make a picture frame <i>Explore – Virtual Art Gallery</i>	Cooking & Nutrition Final piece – To make a quick filling breakfast with bread and eggs. <i>Explore – Mary Berry</i>
Year 1	Mechanisms Final piece – Make a moving vehicle. <i>Explore – Rolls Royce</i>	Textiles Final piece – Make a hand puppet. <i>Explore – Jim Henson (puppets)</i>	Cooking & Nutrition Final piece – To make a healthy sandwich. <i>Explore – John Montagu</i>
Year 2	Structure Final piece – Make Baby Bears Chair. <i>Explore – The Windsor Chair</i>	Textiles Final piece – Make a pouch. <i>Explore – Bruce Oldfield</i>	Cooking & Nutrition Final piece – Make a vegetarian soup. <i>Explore – Dr John T Dorrance</i>
Year 3	Mechanisms Final piece – Make a pneumatic toy <i>Explore – John Boyd Dunlop</i>	Structure Final piece – Castles & Architecture. <i>Explore – Gaudi</i>	Cooking & Nutrition Final piece – To make a hot sweet desert. <i>Explore – Jaime Oliver</i>
Year 4	Textiles Final piece – Make a fastening. <i>Explore – Heribert Bauer</i>	Electrical Systems Final piece – Make a torch <i>Explore – David Misell</i>	Cooking & Nutrition Final piece – Make a pescatarian light healthy lunch. <i>Explore – Peter Durand</i>
Year 5	Structure	Electrical Systems	Cooking & Nutrition

	Final piece – Puppet Theatre. Explore – Sydney Smirke	Final piece – Make a steady hand game. Explore – John Spinello	Final piece – To make an Italian pasta dish. Explore – Delia Smith
Year 6	Structure Final piece – Build a bridge. Explore – Isambard Kingdom Brunel	Textiles Final piece – To make a cushion. Explore – Orla Keighley	Cooking & Nutrition Final piece – To make a curry dish with bread accompaniment. Explore – John Landis Mason

Cross-curricular links

Design & Technology shares links with the following subjects:

- English: development of literacy skills through reading, writing and oracy
- Maths: analysing numerical data and understanding measurements.
- Computing: use of the internet for research, data handling and CAD.
- Geography: understanding how architecture differs across the world.
- Art & Design: Creative design skills and knowledge.

Assessment

At Guardian Angels', assessment enables staff to understand what children have learnt before, what they need to learn now and what they will learn next.

Formative assessment

Formative Design & Technology assessment is ongoing and will be used to inform teachers in relation to their planning, lesson activities and adaptations.

Summative assessment

Summative assessment is completed termly, based on the design & technology knowledge and skills that the medium-term plan requires as a key focus.

At the end of each school year, children will be assessed within one of the following bands:

- Pre-Key Stage (PKS)
- Working Towards the curriculum (WT)
- Working at Expected (EXP)
- Working at Greater depth (GDS)

Marking

Children receive regular feedback and marking follows the school's marking policy.

Recording of children's learning

In design & technology, pupils will record their learning in the following ways:

- Final assessment pieces each term to assess the progress and understanding of the recent topic and project studied
- Whole school displays show the pride the children have of their work
- The school environment celebrates the children's achievements in design & technology including forest school and our outdoor areas
- Sketch books that are used from year 1 to year 6 show the progression and development of the repeated skillsets over the key stages

- Images and videos of the children's practical learning
- Interviewing the pupils about their learning (pupil voice)
- Moderation staff meetings where pupil's books are scrutinised and there is the opportunity for a dialogue between teachers to understand their class's work
- Self and peer assessment by the children
- Communication and language used by the children which includes their new vocabulary

Roles and responsibilities

Headteacher

The Headteacher will:

- Support the subject leader but also hold them to account for the effectiveness of the subject
- Support staff through the provision of training and resources
- Monitor the planning and delivery of the subject
- Ensure the requirements of the National Curriculum are met
- Ensure this policy is reviewed according to the timescales set out

Subject leader

The subject leaders will:

- Prepare and review subject policy and curriculum plans
- Promote the study of the subject throughout the school
- Monitor the teaching and assessment of the subject
- Attend appropriate CPD
- Stay informed regarding developments in the study and teaching of the subject
- Evaluate resources
- Provide training and CPD to staff on the subject curriculum and its delivery, and keep them informed about subject developments nationally
- Assess the impact of the subject curriculum on pupils' learning and development
- Make presentations to governors on the subject and how it is being taught

Teachers

Class teachers will:

- Teach and assess the subject according to the principles laid out in this policy
- Report to the subject leader
- Maintain subject knowledge and appropriate CPD

Inclusion

Teachers set high expectations for all children in Design & Technology. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able children
- Children with low prior attainment
- Children from disadvantaged backgrounds
- Children with special educational needs (SEN)
- Children with English as an additional language (EAL)

Teachers will plan lessons so children with SEN and/or disabilities can study Design & Technology, wherever possible, and ensure that there are no barriers to every pupil achieving. Teachers will adapt and modify their planning and resources to meet the needs of each child.

Teachers will also take account of the needs of children whose first language is not English. Lessons will be planned so that teaching opportunities help children to develop their English, and to support them to take part in Design & Technology.

Links to other policies

This subject policy links to the following policies and procedures:

- Curriculum policy
- Assessment policy
- Marking and Feedback policy
- Learning and Living Differences (SEND) policy
- Teaching and Learning policy

Monitoring and review

This policy will be reviewed by staff and governors every two years.

