



Benhall St Mary's C of E Primary School

Be the best you can be.

Let your light shine before others; that they may see your good works and glorify your Father who is in heaven' - Matthew 5:16

Design and Technology Policy

2026-2028

Purpose of the Policy

The purpose of this policy is to provide a clear framework for the teaching and learning of Design and Technology (D&T) at Benhall St. Mary's C of E Primary School.

Our curriculum is planned using the Design and Technology Association's "Projects on a Page" approach. This ensures that pupils experience purposeful, practical and creative learning through meaningful design projects rooted in the National Curriculum.

Design and Technology is a valued part of our curriculum because it enables children to become creative thinkers, confident problem-solvers and capable designers who can apply technical knowledge in real-life contexts. Through D&T, pupils learn to investigate needs, generate ideas, make products and evaluate their effectiveness.

Our Vision

In line with our school vision, "Be the best you can be," we aim to provide a Design and Technology curriculum that develops resilience, creativity, independence and collaboration.

We want every child to leave Benhall as a confident and reflective designer who understands that good design improves the world around us.

Intent

At Benhall St. Mary's, we aim to inspire pupils to become innovative and creative thinkers with an appreciation of the complete design process: **investigate, design, make and evaluate**.

We want our children to:

- Be inventive, resourceful and solution-focused.
- Understand how products are designed for a purpose and a user.
- Develop competence in using tools, materials and components safely and effectively.
- Apply technical knowledge when designing and making.
- Take risks, persevere and learn from mistakes.
- Evaluate their own work and the work of others critically and constructively.
- Recognise the impact of design and technology in everyday life.
- Develop an awareness of sustainability, nutrition, safety and responsible use of resources.

Key Concepts

Function, Purpose, User, Design, Innovation, Construction, Mechanism, Structure, Evaluation, Sustainability, Nutrition, Safety, Resilience, Problem-solving

Our Locality

Our rural Suffolk setting provides rich opportunities for contextual learning in Design and Technology. Children encounter agriculture, food production, outdoor environments and local craftsmanship within their community.

Where appropriate, projects will draw upon:

- Local farming and food production
- Sustainable living and environmental responsibility
- Outdoor and rural design challenges
- Local engineers, craftspeople, makers and businesses

This helps pupils understand how design responds to real needs within their own community.

Implementation

Curriculum Planning

Design and Technology is taught through the *Projects on a Page* planning approach developed by the Design and Technology Association.

Each project includes:

- A clear *design brief*
- An identified *user*
- A meaningful *purpose*
- Opportunities to *investigate, design, make and evaluate*
- Explicit teaching of *technical knowledge and practical skills*

Projects are carefully sequenced so that pupils revisit key concepts and skills with increasing complexity as they move through the school.

The Design Process

Children are taught that effective design is an *iterative process*.

Investigate

Pupils explore existing products, identify needs, research users and gather information.

Design

Pupils generate ideas through discussion, sketches, annotated drawings and planning.

Make

Pupils select appropriate tools, materials and techniques to create a product.

Evaluate

Pupils test their product, compare it against the design criteria and suggest improvements.

Teaching Approaches

Lessons include a range of strategies:

- Practical hands-on activities
- Investigation and experimentation
- Teacher modelling
- Collaborative problem-solving
- Discussion and questioning
- Independent application
- Testing and refinement
- Reflection and evaluation

Teachers adapt learning to ensure all pupils can access the curriculum while providing appropriate challenge for those ready to deepen their understanding.

Curriculum Coverage

In line with the National Curriculum, pupils develop knowledge and skills within the following areas:

Structures

Designing and building products that are strong, stable and fit for purpose.

Mechanisms

Exploring movement through sliders, levers, linkages, wheels, axles, cams and pulleys.

Electrical Systems (KS2)

Creating simple circuits and incorporating switches, bulbs, buzzers and other components.

Textiles

Using a range of joining and finishing techniques, including stitching, fastening and decoration.

Cooking and Nutrition

Preparing simple healthy dishes, understanding food hygiene, where food comes from, seasonality and the principles of a balanced diet.

Materials and Technical Knowledge

Understanding the properties of materials and selecting suitable materials for different purposes.

EYFS

In Reception, Design and Technology is taught through the **Expressive Arts and Design** area of learning.

Children are provided with opportunities to:

- Explore a variety of materials and construction resources.
- Use simple tools safely.
- Design and build models.
- Join materials in different ways.
- Develop fine motor skills and spatial awareness.
- Talk about their ideas and creations.
- Work collaboratively with others.

Adults model language, encourage problem-solving and support children in refining their ideas.

Benhall D&T Blueprint

Introduction to Key Skills and Processes

- **Objective:** Introduce and build confidence in using tools, techniques, and structured planning.
- **Method:** Deliver practical lessons using Kapow's scaffolded projects across structures, mechanisms, food, textiles, and electrical systems.
- **Approach:** Allow time for modelling, trial-and-error, and feedback loops to improve outcomes.

Themed Design Projects

- **Objective:** Explore purposeful design through imaginative, real-world challenges.
- **Method:** Use Kapow's project-based units, like designing a sustainable snack or building a moving toy.

- **Approach:** Encourage creative ownership over designs, with flexible outcomes that suit children's needs and ideas.

Cross-Curricular Integration

- **Objective:** Deepen learning by connecting D&T with other subjects.
- **Method:** Align projects with themes in science (e.g. circuits), geography (e.g. shelters), or PSHE (e.g. healthy eating).
- **Approach:** Collaborate with subject leaders to create meaningful and integrated units.

Assessment and Reflection

- **Objective:** Track pupil progress and promote critical thinking.
- **Method:** Use Kapow's skills progression documents and assessment tools to support formative assessment.
- **Approach:** Provide time for peer and self-evaluation, and maintain clear evidence through pupil portfolios or photographic logs.

Showcasing Design Thinking

- **Objective:** Celebrate pupil creativity and ingenuity.
- **Method:** Exhibit finished products during assemblies, classroom displays, or digital galleries.
- **Approach:** Invite children to explain their design process and learning journey to build confidence and pride.

Teaching and Learning

Our approach emphasises:

- **Progression:** Building upon prior knowledge in an age-appropriate sequence.
- **Process-Focused Learning:** Valuing research, idea generation, making, and testing equally.
- **Contextual Problem Solving:** Engaging with meaningful problems to develop empathy, function, and creativity.
- **Hands-On Activities:** Ensuring tactile, sensory, and visual engagement with tools, materials, and systems.

Assessment and Feedback

Assessment is ongoing throughout each project.

Teachers assess pupils' ability to:

- Investigate and research
- Generate and communicate ideas
- Select appropriate materials and tools
- Use practical skills safely and effectively
- Apply technical knowledge
- Evaluate products against design criteria

Evidence may include:

- Annotated sketches and plans
- Photographs of practical work
- Teacher observations
- Questioning and discussion
- Completed products
- Pupil self-evaluation
- Peer feedback

Verbal feedback is central during practical lessons and supports pupils in refining their ideas and improving their work.

Impact

By the end of each year, and by the time pupils leave Year 6, we want children to:

- Understand and apply the full design process.
- Work safely and competently with a range of tools and materials.
- Use technical vocabulary accurately.
- Make informed decisions about materials, structures and mechanisms.
- Demonstrate resilience when designs do not work first time.
- Evaluate products thoughtfully and suggest meaningful improvements.
- Recognise the value of design in everyday life.
- Communicate ideas clearly through drawings, models and discussion.

Children's work will demonstrate increasing independence, technical fluency, creativity and problem-solving capability.

Inclusion

All children are entitled to a high-quality Design and Technology education.

We ensure inclusion through:

- Scaffolded tasks and visual supports
- Adapted tools and materials where required
- Adult support for pupils with SEND
- Flexible recording methods
- Opportunities for challenge and leadership for high-attaining pupils
- Representation of diverse designers, inventors and cultures

Our aim is that every child experiences success as a designer and maker.

Community Engagement and Celebrating Design

We aim to build a culture in which Design and Technology is recognised beyond the classroom.

This may include:

- Product showcases and exhibitions
- Classroom and corridor displays
- Assemblies celebrating design thinking
- Participation in STEM events and competitions
- Links with local businesses, engineers, craftspeople and makers
- Family engagement through design-related activities

Pupils are encouraged to explain their design process and reflect on their learning journey.

The Role of the Subject Leader

The D&T Subject Leader will:

- Ensure progression and National Curriculum coverage through the Projects on a Page curriculum

- Support staff in planning and delivering high-quality D&T lessons.
- Provide guidance on resources, tools and safety.
- Monitor planning, teaching and pupil outcomes across the school.
- Conduct work scrutiny, pupil voice and lesson visits where appropriate.
- Maintain and audit D&T resources.
- Identify professional development needs.
- Promote high expectations and celebrate excellent Design and Technology practice.

Monitoring and Review

This policy will be reviewed regularly to ensure that it continues to meet the needs of our pupils and reflects developments in the National Curriculum, the Design and Technology Association's guidance and effective pedagogical practice.

The effectiveness of the policy will be monitored by the D&T Subject Leader in collaboration with school leaders and teaching staff.

Reviewed July 2026