



ST PAUL'S C OF E (C) PRIMARY SCHOOL

## Design & Technology at St. Paul's CE Primary School

<b>Intent</b>	
<b>Our Design &amp; Technology philosophy is...</b>	<p>Our goal is to deliver a Design and Technology (DT) curriculum that is engaging, relevant, and meaningful in a constantly evolving world. We aim to ensure that every child, regardless of background, ability, or need, develops confidence as a creative problem-solver. Through practical and inspiring projects, pupils are encouraged to think independently, collaborate effectively, and approach challenges with curiosity and imagination.</p> <p>High-quality DT teaching supports the development of creative, technical, and procedural skills. Pupils are given opportunities to research, design, and explore ideas, work with a range of materials, and create purposeful products. They are supported to evaluate both their processes and outcomes, promoting thoughtful reflection. Learning is carefully scaffolded and adapted so that all children can fully access the curriculum, succeed, and develop independence and self-belief.</p> <p>Children engage with diverse disciplines such as textiles, food technology, and woodwork, building practical skills, subject knowledge, and resilience. We promote an inclusive environment where pupils' ideas and experiences are valued. Cross-curricular links allow learning to connect to real-life contexts, while collaboration, communication, and respect are fostered, helping children feel a strong sense of belonging.</p>
<b>Implementation</b>	
<b>The curriculum for this subject area is designed using...</b>	The National Curriculum Programmes of Study, alongside our planning cycle (based on Projects on a Page).
<b>Curriculum coverage in this area is progressive. We ensure this by...</b>	<p>Using our Design Technology Progression Framework, learning is carefully sequenced from EYFS to Year 6, allowing pupils to build knowledge and skills progressively over time. This structure is informed by Projects on a Page and is designed to develop confidence, independence, and competence in all learners.</p> <p>Teachers are supported with a clear and consistent lesson structure that guides the planning and delivery of DT each term. This approach remains flexible, enabling adaptation to meet the diverse needs of all pupils, including those who require additional support or greater challenge.</p> <p>Knowledge organisers are introduced at the start of each unit to help pupils recall prior learning and develop subject-specific vocabulary. These resources are accessible and inclusive, using simple language, visuals, and scaffolding to support understanding.</p> <p>Overall, this approach ensures that every child can make progress, deepen their knowledge, and experience success in Design and Technology.</p>
<b>If a topic is repeated in various year groups, we ensure that learning builds on prior knowledge by...</b>	Ensuring that the Design Technology Progression Framework outlines the skills, vocabulary and materials to be built upon by each year group. This enables learning to be progressive and ensures that children consistently learn new skills appropriate to their ability and potential. Children will learn skills

	associated with: Cooking and Nutrition, Mechanical Control, Electrical Control, Frame Structures, Shell Structures and Materials.
<b>This subject links with the rest of our curriculum by...</b>	Where possible, designing activities to link with the topic being covered that term. The skills taught through DT also link with all subjects within the rest of our curriculum. Weighing, measuring, recording findings, planning, research, problem solving and decision making are all key aspects that are weaved through our curriculum. DT enables children to use each of these skills and knowledge in a meaningful way.
<b>Different year groups, and different abilities within a class, are catered for by...</b>	Following the Design Technology Progression Framework, it is possible to ensure that different abilities and age groups are catered for. This may be by levels of support, choice of equipment available or by individual choice of project to be completed within the topic to be covered. Children will be able to practise a range of skills prior to completing their final project. This enables them to select the most appropriate method for their level of skill whilst still ensuring challenge is present.
<b>Trips, visits and the local community support this subject by...</b>	Making links with local business, experts and local schools with specialist facilities. Local businesses and farms provide knowledge and support to develop the children's learning in a 'real life' context.
<b>The subject is monitored by...</b>	The pupil book study is used to monitor and evaluate the impact of the curriculum, teaching and learning, by examining pupil's workbooks and engaging in discussions with them. It helps schools understand how well curriculum intent translates into actual learning, focusing on aspects like knowledge retention, retrieval, and progression.
<b>The subject is assessed by...</b>	Assessment takes place through teacher assessment, and children are closely measured against the outcomes expected from each unit, as at/above/below the expected standard. Children complete an assessment tracker which is tailed for those with SEN with visual aids.
<b>Staff development in this subject includes...</b>	Training for foundation subjects continues on a rolling programme of staff meeting (PDM) sessions, with regular opportunities to liaise with teachers in other local schools who deliver the same/a similar programme, and with DT specialists within the nearby secondary schools.
<b>Impact</b>	
<b>In D&amp;T, you will see...</b>	Children record their ideas, plans, photographs, drawings, findings, prototypes and evaluations within their books and on Showbie.
<b>What is the impact of our D&amp;T curriculum?</b>	At St. Paul's, all pupils are supported to become creative, confident and reflective designers. They evaluate existing products to understand different ways needs can be met and use this knowledge to design innovative, functional and appealing products. Pupils communicate their ideas in a variety of ways, including speaking, drawing, modelling and digital tools, allowing all learners to express themselves effectively. They select and use a range of tools, materials and components, developing practical skills with increasing accuracy, independence and safety. In an inclusive learning environment, all pupils create high-quality products and evaluate them against their own success criteria. They are encouraged to reflect on their work and consider the views of others, recognising the value of feedback in improving outcomes and supporting progress for every learner.