



School general enquiries:
Assistant Headteacher:
Head of School:
Headteacher:

Sharon
Naomi Harrison
Nicola Gregson
Andy Purcell:

bursar@st-georges.lancs.sch.uk
n.harrison@st-georges.lancs.sch.uk
n.gregson@st-georges.lancs.sch.uk
head@st-georges.lancs.sch.uk

St George's CE Primary School, Chorley

Design and Technology Policy

Adopted by the Governing Body on: Insert Date

Signed (Chair of Governors):

Date of Next Review 1st September
(not more than 12 months from the publication date)

2027

This document is available via the school website or from the school office on request



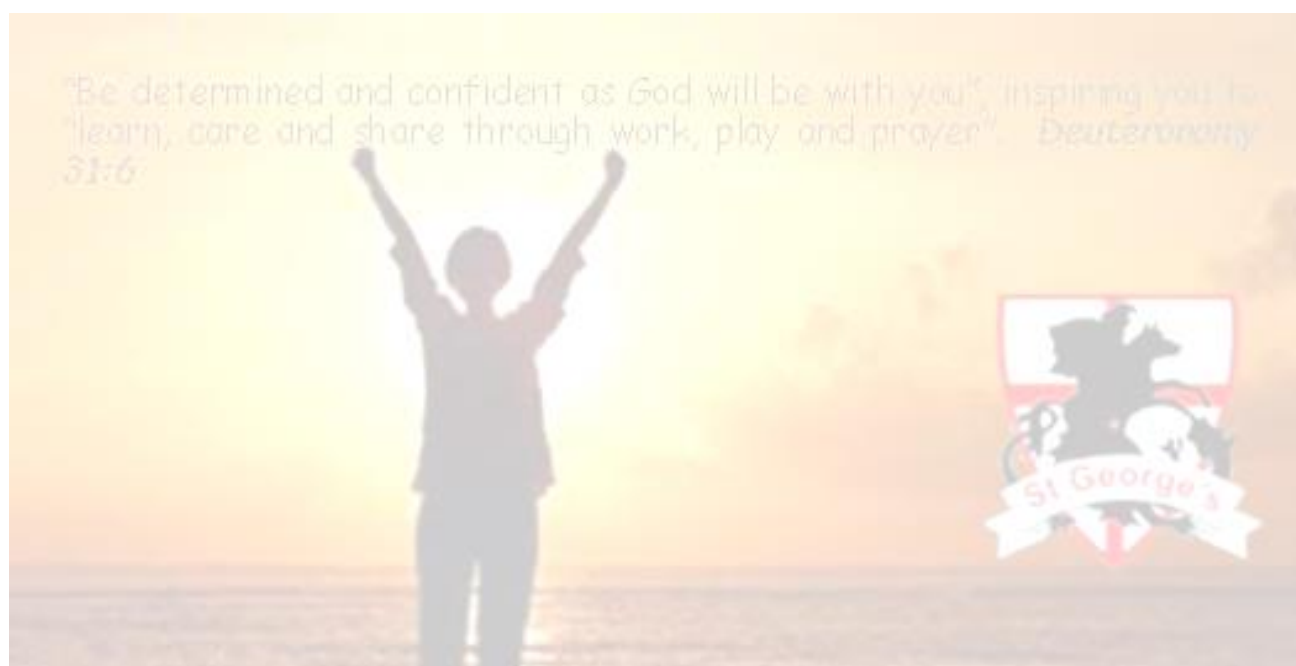
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Design and Technology Policy

1. Intent

What is the school's mission statement?

"Be determined and confident as God will be with you", Deuteronomy 31:6, inspiring us to "learn, care and share through work, play and prayer".

What is the school's vision for the subject?

In line with our school mission statement, we aim for children to be determined and confident in their Design and Technology (DT) learning. Children are encouraged to develop creativity, imagination, resilience and practical problem-solving skills through designing, making, testing, evaluating and improving products.

Pupils are taught to identify and solve real and relevant problems within a variety of contexts, considering the needs, wants and values of themselves and others. They learn to research existing products, develop their own ideas, select appropriate materials and tools, and create products that are fit for purpose. Children are encouraged to explain their design decisions, reflect on their successes and identify ways to improve their work.

Through DT, pupils develop the knowledge and skills needed to become resourceful, innovative, enterprising and capable designers and makers. They learn to take appropriate risks, persevere when things do not go to plan and recognise that successful design often involves testing, adapting and refining ideas.

Pupils also develop a critical understanding of the impact of design and technology on daily life and the wider world. They consider sustainability, responsible material choices, accessibility and the environmental impact of products. We aim to inspire children to recognise how design and engineering can improve lives and contribute positively to society.

How was the curriculum for the subject designed, including statutory requirements?

The Design and Technology curriculum has been designed to meet the requirements of the National Curriculum in England while inspiring and motivating pupils at St George's. Units are linked, where appropriate, to learning in other curriculum areas, including mathematics, science, computing and art and design.



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Children are consulted about how they learn best in DT, and their views have helped shape a curriculum that gives them opportunities to explore their own ideas and develop independence. Pupil voice is gathered through an annual Pupil Attitude Questionnaire (PAQ), alongside regular discussions with pupils and feedback from student council representatives. Parents have also been consulted about what is important for their children, helping to ensure that the curriculum reflects the needs and interests of the school community.

The curriculum is informed by the National Curriculum programmes of study for Design and Technology at Key Stages 1 and 2, alongside the Lancashire Key Learning Document and Key Learning Indicators of Progression (KLIPs). These resources support the development of clear learning objectives and progression in pupils' knowledge, understanding and practical skills.

Our curriculum enables pupils to develop competence in designing, making, evaluating and applying technical knowledge. Across the school, children are given opportunities to investigate existing products, develop design criteria, communicate ideas, select materials, use tools safely, test their products and make improvements.

Sustainability and responsible design are increasingly important features of the curriculum. Pupils are encouraged to consider the suitability and environmental impact of materials, reduce waste and understand the importance of making products that meet users' needs.

In the Early Years Foundation Stage (EYFS), learning is informed by the EYFS framework and Development Matters, with activities shaped by children's interests and developmental needs. "All About Me" booklets completed by parents before children start school help staff plan experiences that reflect children's interests. Staff continually discuss ideas with children and adapt provision accordingly.

The curriculum is designed to include whole-class teaching, group work, individual activities and carefully planned continuous provision, enabling children to revisit, practise and develop previously taught skills.

How is our curriculum aspirational for all pupils, including those with SEND and more able pupils?

All pupils, including those with special educational needs and disabilities (SEND), are included in DT learning alongside their peers and are not routinely withdrawn from the full DT lesson. Teachers adapt activities, resources and teaching approaches where necessary to enable pupils to participate meaningfully in the design, make, evaluate and improve process.

Adaptations may include visual instructions, practical demonstrations, accessible tools and materials, additional processing time, scaffolded planning sheets, adult support and opportunities to communicate ideas in different ways. The aim is to ensure that all children can develop their knowledge, practise practical skills and contribute to the creation and evaluation of a product.



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Pupils who demonstrate greater depth are challenged through open-ended design briefs, more complex design criteria, independent research and opportunities to explore alternative solutions. They are encouraged to justify their decisions, consider different users' needs, evaluate materials and construction methods critically, and refine their products in response to testing and feedback.

Challenge is provided through deeper thinking, increased independence and greater technical complexity rather than simply completing additional tasks.

Where can the long-term and medium-term plans be found?

The whole-school overview of DT units and objectives is available on the school website and in Dropbox. The long-term plans for each class include DT alongside the other curriculum subjects.

Teachers write unit plans detailing the learning objectives, key knowledge, teaching input, practical activities, resources and assessment opportunities for each lesson. These plans are stored in Dropbox.

The subject leader reviews the curriculum overview regularly to ensure that the content remains relevant, that learning progresses across year groups and that curriculum developments are reflected in future planning.

2. Implementation

How is the subject implemented in the Early Years Foundation Stage?

In EYFS, the foundations for DT are developed through the relevant areas of learning in the EYFS framework, particularly Physical Development, Expressive Arts and Design, and Understanding the World.

Children develop their skills through whole-class teaching, group activities, individual tasks and carefully planned continuous provision. They are encouraged to explore materials, construct models, use simple tools safely and investigate how things work.

Staff discuss ideas with children and refer to previous learning before introducing new activities. Children are taught skills such as joining materials, selecting appropriate resources, manipulating materials and using simple tools to achieve a purpose.

Children are encouraged to communicate their ideas, make choices and evaluate their creations. They have opportunities to revisit activities, practise skills and adapt their models or constructions in response to problems they encounter.

Planning remains responsive to children's interests, ensuring that DT experiences are engaging, purposeful and appropriate to their stage of development.



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How is learning sequenced to build on prior learning and prepare children for the next stage in their education?

Teachers familiarise themselves with the learning from previous year groups by referring to the long-term plans, assessment information and whole-class floor books. This ensures that learning builds progressively and that pupils have opportunities to revisit and deepen their understanding.

The long-term plans sequence objectives so that pupils develop increasing knowledge, practical competence and independence. Skills and concepts are revisited across year groups, allowing children to practise previously taught techniques and apply them in increasingly complex contexts.

Progression includes:

- Designing: moving from communicating simple ideas and preferences towards researching, generating and annotating ideas against clear design criteria.
- Making: developing control when using tools and materials, following plans and selecting appropriate techniques, and increasingly working accurately and independently.
- Technical knowledge: developing understanding of structures, mechanisms, materials, electrical systems and other relevant technical concepts as appropriate to each unit.
- Evaluating: moving from discussing what they like about a product towards evaluating against design criteria, considering users' views and making evidence-informed improvements.
- Problem-solving: developing the confidence to identify problems, test possible solutions and adapt designs when products do not work as intended.
- Sustainability and user awareness: increasingly considering the suitability of materials, the needs of different users and the environmental consequences of design choices.

Teachers refer to floor books and previous work to help pupils recall prior learning, discuss what they already know and identify what they need to learn next. This supports retrieval practice and helps teachers address misconceptions before introducing new knowledge and skills.

Assessment information is passed from one teacher to the next so that support and challenge can be planned appropriately.

What professional development is offered to staff in relation to the subject?

The DT subject leader has attended the Design Technology Subject Leader course delivered by Lancashire and attends annual YTSA training delivered by Lancashire consultants.

Information and guidance from training, planning reviews, book looks and lesson drop-ins are shared with staff through staff meetings and professional discussions.



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The school has benefited from external expertise and practical workshops involving organisations and specialists, including the local high school, Domino's Pizza, a pottery specialist and Alabaster Jar. These experiences support pupils' practical learning and provide staff with opportunities to observe different approaches to teaching DT.

The school maintains links with local primary schools and regularly meets with its link class teacher to discuss effective practice across subjects.

Staff are encouraged to seek support from the subject leader and access further training where needed. Future professional development will also reflect curriculum review findings, emerging expectations and identified gaps in staff confidence or subject knowledge.

What resources are used to support the planning of the subject?

The Lancashire Key Learning Document for Design and Technology is used to support the development of learning objectives and year-group expectations. The Lancashire units of work are also available as a planning resource, although the school does not follow them as a fixed scheme.

Planning is informed by the National Curriculum, the school's curriculum overview, progression documents and assessment information.

Teachers are encouraged to identify the specific knowledge, vocabulary, practical skills and techniques pupils need to learn in each unit, ensuring that lessons develop both subject understanding and practical competence.

What resources are available to support the implementation of the subject?

The school has a range of tools and materials available in the upstairs resource area. Teachers are encouraged to review upcoming units and arrange the required resources with the subject leader.

Additional resources include a 3D printer and Crumble sets, which support digital design, programming and control activities where appropriate.

Resources are selected to support the learning objectives and enable pupils to experiment with materials, develop prototypes, test ideas and refine their designs.

Teachers ensure that tools, materials and equipment are appropriate for pupils' ages, abilities and learning needs. Risk assessments and established school health and safety procedures are followed for practical activities.

Where possible, reusable and reclaimed materials are used to support pupils' understanding of sustainability and responsible resource use.



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How are parents involved in the subject?

All classes send home a Homework Menu that includes activities linked to current topics. Parents and carers are encouraged to support children in researching, designing, making or evaluating products.

Home learning is shared and celebrated with teachers and peers. Seesaw is used to share pupils' DT learning with parents and carers, who are encouraged to comment on their children's work and share relevant home learning through the platform.

Parents may also be invited to donate suitable materials for design and making activities. Donated materials are checked for suitability and safety before being used in school.

How is prior learning revisited and embedded?

At the beginning of each DT unit, teachers refer to scrapbooks, floor books and previous learning to help pupils retrieve relevant knowledge and skills.

An entry assessment is completed, usually during the first lesson, to identify pupils' prior knowledge and any misconceptions. This may take the form of discussion, mind maps, KWL activities, short practical tasks or other suitable approaches.

Throughout the unit, teachers revisit key concepts and vocabulary and provide opportunities for pupils to practise and apply previously taught skills.

At the end of the unit, an exit assessment is completed during the final lesson to identify what pupils have learned and can remember. This may be verbal, written, practical or visual.

Teachers may refer to the key concepts identified in the subject overview when planning retrieval activities and assessments.

How is health and safety promoted in Design and Technology?

Health and safety are integral to all practical DT activities. Pupils are taught to use tools, equipment and materials safely and responsibly.

Teachers demonstrate appropriate techniques, establish clear expectations for practical working and ensure that equipment is suitable for the age and competence of pupils.

Risk assessments are undertaken in line with school procedures, and activities are adapted where necessary to ensure pupils can participate safely.



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Food preparation activities follow appropriate hygiene procedures and take account of allergies, dietary requirements and the prevention of cross-contamination.

Pupils are encouraged to take responsibility for their workspace, care for resources and understand the importance of safe working practices.

3. Impact

How does progression help children acquire new skills and know and remember their learning?

The long-term plans, designed by the subject leader, sequence objectives to build on prior learning and ensure progression across the school.

Pupils develop their understanding of the design process through repeated opportunities to investigate, design, make, test, evaluate and improve products.

For example, in Key Stage 1, pupils learn to evaluate their ideas and products against design criteria. In Key Stage 2, they build on this understanding by considering the views of others, testing their products against agreed criteria and making improvements based on their findings.

Progression is also evident in pupils' increasing ability to select appropriate materials, use tools accurately, apply technical knowledge, explain their reasoning and work independently.

Teachers use floor books, previous work, discussion and assessment information to revisit key learning and identify the next steps. This helps children remember previously taught skills and apply them in new contexts.

How do we know that children are developing as designers and makers?

The impact of the DT curriculum is evident when pupils can:

- Recall and apply previously taught knowledge, vocabulary and practical skills.
- Investigate existing products and identify how they meet particular needs.
- Develop ideas that respond to a design brief and the needs of an intended user.
- Explain why they have selected particular materials, tools and techniques.
- Use tools and equipment safely and appropriately.
- Construct products that are increasingly accurate, functional and fit for purpose.
- Test their products against design criteria and use feedback to make improvements.
- Explain what has worked well, what could be improved and how they would approach a similar task in the future.



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- Consider sustainability, accessibility and the wider impact of products in an age-appropriate way.
- Demonstrate resilience, creativity, independence and confidence when solving problems.

Evidence of progression is gathered from pupils' discussions, practical work, design books, floor books, photographs and completed products.

What are pupil attitudes to the subject, how are they gathered and how does pupil voice influence subject development and improvement?

Pupil questionnaires are carried out annually to gather views from children across both key stages. The subject leader also holds informal discussions with class teachers and pupils to understand attitudes towards DT and identify areas for improvement.

Pupil voice informs decisions about curriculum content, teaching approaches, resources and the types of design challenges offered.

Children are encouraged to discuss their learning, explain what they have found challenging and suggest ways in which their experiences could be improved. This supports a curriculum that reflects pupils' interests while maintaining clear progression in subject knowledge and skills.

How do children record their learning?

Children's learning is recorded through a range of approaches, including:

- Seesaw.
- Design and Technology books.
- Whole-class floor books.
- Photographs of practical work and the design process.
- Displays and completed products.
- Exhibitions and opportunities to share learning with parents.
- School communication channels, where appropriate.

Recording methods are selected to reflect the learning objective. Practical competence and design thinking are captured alongside written work so that pupils are not disadvantaged by an over-reliance on written recording.

How is feedback given to children?

Feedback is provided through:

- Verbal feedback during lessons.
- Written feedback in books, linked to the learning objective and appropriate next steps.



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- Seesaw comments and voice notes.
- Discussion and questioning during practical activities.
- Peer and self-assessment against agreed design criteria.

Feedback helps pupils recognise their strengths, address misconceptions and identify ways to improve their designs and products. Children are given opportunities to respond to feedback and refine their work.

How and when is the subject assessed?

Teachers assess pupils' learning throughout each unit through observation, discussion, questioning, review of books and Seesaw, and evaluation of practical work.

Pupils regularly assess their own products against the agreed design criteria. Where appropriate, they also use feedback from peers or intended users to identify improvements.

Teachers assess pupils at the end of each unit against the objectives taught and record outcomes on the long-term plan or the school's agreed assessment record.

At the end of the academic year, teachers use these assessments and the school's KLIPs to make judgements about whether pupils are working towards year-group expectations, working at year-group expectations or working at greater depth.

Judgements are informed by evidence gathered across units, including pupils' technical knowledge, design decisions, practical skills and ability to evaluate and improve products.

Assessment information is shared with the next teacher to support continuity and appropriate planning.

How do assessments impact future learning?

Teachers use assessment information to adapt subsequent lessons, address misconceptions, revisit unmet objectives and provide additional challenge where appropriate.

Pupils who require further support are given opportunities to revisit skills and knowledge, while pupils who demonstrate secure understanding are challenged to apply their learning in more complex or independent contexts.

Assessment information is passed between teachers to ensure that future learning builds on pupils' existing knowledge and responds to their individual needs.

How and when is the curriculum map reviewed?



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Teachers use assessment information throughout the year to identify gaps in learning, misconceptions and opportunities for further challenge.

The subject leader and class teachers review the curriculum map annually and make adjustments for the following academic year. This includes discussion with previous class teachers, consideration of pupil voice and review of curriculum evidence.

The review considers whether:

- Learning objectives are appropriately sequenced and build on prior learning.
- Pupils have sufficient opportunities to develop practical skills and technical knowledge.
- Design, making, testing and evaluation are balanced across units.
- Sustainability, inclusive design and real-world problem-solving are meaningfully incorporated.
- Resources, assessment and teaching approaches support all pupils.
- The curriculum remains aligned with statutory requirements and relevant national developments.

The subject leader will monitor updates to the National Curriculum and relevant guidance and ensure that any required changes are reflected in the curriculum map and this policy.

4. Curriculum review and development priorities

Following the updated emphasis in national curriculum review discussions, St George's will continue to evaluate and strengthen the DT curriculum in the following areas.

1. Progression and subject knowledge

Ensure that each year group has clearly identified technical knowledge, vocabulary and practical skills, with opportunities to revisit and apply these in increasingly complex contexts.

2. Iterative design and problem-solving

Strengthen opportunities for pupils to develop prototypes, test their ideas, learn from mistakes and refine products in response to evidence and feedback.

3. Sustainability and responsible design

Ensure that pupils increasingly consider material properties, waste reduction, reuse, repair, durability and the environmental impact of products.

4. Inclusive and user-centred design



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Provide opportunities for pupils to consider the needs of different users, accessibility, safety and differing perspectives when developing and evaluating products.

5. Assessment and evidence of impact

Ensure assessment captures what pupils know, what they can do and how effectively they can apply their learning, rather than focusing solely on the finished product.

6. Staff development and resources

Identify training needs and ensure that staff have the subject knowledge, practical expertise, resources and confidence to deliver a progressive curriculum.

7. National curriculum developments

Review the policy and curriculum map when revised statutory programmes of study are published and implementation arrangements are confirmed. Recommendations from curriculum reviews will inform development but will not be treated as statutory requirements unless formally adopted.

5. Policy review

This policy will be reviewed annually by the Design and Technology Subject Leader, in consultation with school leaders and teaching staff.

The review will consider curriculum progression, assessment outcomes, pupil voice, teaching and learning, inclusion, resources, health and safety, and relevant national curriculum developments.

Any changes will be reflected in the subject overview, long-term plans and unit planning to ensure consistency across the school.

6. References

- Department for Education, National Curriculum in England: Design and Technology Programmes of Study.
- Department for Education, Curriculum and Assessment Review: Final Report (2025).
- Department for Education, Curriculum and Assessment Review: Government Response.
- Lancashire Key Learning Document for Design and Technology.
- Lancashire Key Learning Indicators of Progression (KLIPs).
- Early Years Foundation Stage statutory framework and Development Matters.

Useful reference links:



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- [National Curriculum: Design and Technology](#)
- [Curriculum and Assessment Review: Final Report](#)

