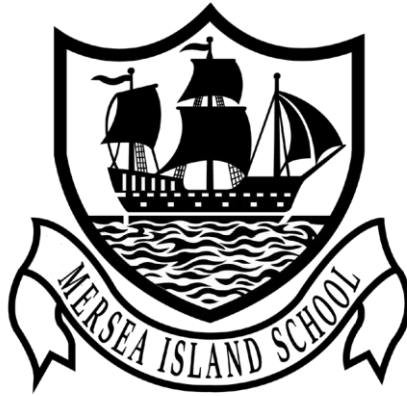




Design Technology

Policy

May 2026

Mersea Island School

Barfield Road, West Mersea, Colchester, Essex, C05 8QX

Tel: 01206 382736

Email: office@merseaschool.org

Website: www.merseaschool.org



Mersea Island School

Policy for Design Technology

Sharing our vision

Mersea Island School is proud to be at the heart of our island community. We recognise the importance of strong partnerships and work together, closely, with all members of our community to provide our pupils with a wide range of learning opportunities, both within and beyond the school setting. Our school culture is founded on the belief that every child has the capacity to be successful. We believe learning should be enjoyable and memorable and embrace the creative aspects of the curriculum.

Our curriculum drivers are based on:

C ommunity

A spiration

R espect

E njoyment

At our school we care about each and every child and their family. We pride ourselves on the strength of our relationships and we encourage open and honest conversation which is based on mutual respect and a shared view that every child leaves us having achieved the very best they possibly can. We equip our pupils with the necessary life skills to be successful, kind and respectful members of the wider world.

Rationale for Design Technology

At Mersea Island School, we want our children to receive a high-quality Design Technology education so that all pupils are confident in the fundamentals, have the ability to evaluate existing products and their designs, and can apply their knowledge, skills and understanding

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to design and create their own products in a range of meaningful contexts. The curriculum for Design Technology is carefully sequenced to build knowledge, skills, vocabulary and experiences which build on prior learning and enable pupils to make connections between their learning and the world around them. We want pupils to have an appreciation of Design Technology and aim to nurture a sense of fun and curiosity about the subject. We would like children to see Design Technology as being relevant to their world and applicable to everyday life as well as being something that develops through their school life and ultimately to the world of employment and beyond. To that end, we aim to provide a high-quality, interrelated and creative experience which develops the children's ability to design and construct and allows them to apply the skills they have developed in a variety of ways. Our curriculum is intended to be progressive, build on prior learning and to actively encourage children to have purposeful memorable experiences. We recognise our school has a very unique setting and use the local environment as a rich learning resource. We are mindful that our pupils need to be aware of the cultural diversity which exists beyond the island and actively seek opportunities to deepen our pupils' awareness, understanding and tolerance of the multicultural world in which we live.

Intent

At Mersea Island School we aim to:

- Engage the interest of all children by providing a curriculum that is challenging and enjoyable.
- Ensure each pupil has the confidence and knowledge to solve a technological problem, through design, construction, evaluation and modification.
- Provide all pupils with equal access and opportunity to Design and Technology equipment and its uses in everyday life.
- Ensure pupils have good attitudes and habits towards health and safety.
- Investigate technological advances throughout history and use these to inspire pupils with their creations.
- Ensure progression and differentiation within the process of DT is in line with the individual needs of the pupils.

Implementation

EYFS

Within the Foundation Stage Design and Technology is covered within the primary strand Physical Development and the secondary strand Expressive Arts and Design. Teaching is practical and purposeful, with each pupil being engaged in individual DT projects.

During the foundation stage pupils will learn how to use: scissors, tape dispensers, treasury tags, staplers, split pins, paper clips and hole punches. Pupils are encouraged to think imaginatively and talk about what they like and dislike when designing and making. Pupils will experience early skills needed for food preparation and will discuss and taste a variety of foods. There will be opportunities for threading, sewing and weaving as well as exploration of fabrics and materials. Early stages of woodwork are experienced, mostly in a play format.

DT is monitored and assessed using Development Matters Statements and through observations of the Early Learning Goals. At the end of the academic year judgements will be made using the Early Years Foundation Stage Profile.

Key Stage 1

Design and Technology in Key Stage 1 builds on the skills pupils have gained in the Foundation Stage. Pupils will now begin to design with a purpose, gathering resources and constructing with independence. They will analyse and evaluate their products against a success criteria.

Pupils will begin to gather information related to products, researching the effectiveness of everyday appliances and products, whilst considering the voice of the intended audience.

Key Stage 2

In Lower Key Stage 2, pupils will begin to explore more challenging tools and equipment. They will have good knowledge of safety, gaining many skills in handling. Pupils construct after thorough investigation, independently researching for all DT projects. Pupils may work in a team or on their own on a range of designing and making activities. They may utilise ICT equipment and apply their knowledge of mathematics, science and construction as appropriate.

In Upper Key Stage 2, pupils have good knowledge of safely, gaining many skills in handling. Pupils continue to construct after thorough investigation, independently researching for all DT projects. Pupils utilise ICT equipment and apply their knowledge of mathematics, science and construction as appropriate. They work at a very high level using everyday technology and tools to enhance their product.

Impact

At Mersea Island school our Design Technology teaching provides all children with learning opportunities to engage in Design Technology. Through investigation, exploration and creativity our pupils will develop skills in design and construction, utilising tools effectively.

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They will also develop the ability to reflect on and evaluate designs. The opportunities we provide for children will also enable them to:

- Develop their repertoire of skills and knowledge in order to design and make products.
- Develop the social skills necessary to work as a member of a team.
- Refine and review their work.
- Develop a sense of enjoyment and pride in their ability to make.
- Nurture creativity and innovation through designing and making.
- Communicate ideas and information through a variety of media.
- Develop the ability to identify safety hazards and risks and take appropriate action.
- Value own work through display.

What should you expect to see in the learning environment?

In Nursery

In Nursery, Design Technology is covered through the 'Physical Development' and 'Expressive Arts and Design' areas of the EYFS Curriculum. Group activities are planned to support their learning, whether it be child or adult-led. Children use the indoor and outside environments to facilitate their learning.

Technological enquiry in the early years is driven by children's own interests and adult-led learning. Observation of what a child is learning includes:

- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Use a comfortable grip with good control when holding pens and pencils.
- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
- Explore different materials freely, in order to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.
- Join different materials and explore different textures.

In Reception

In Reception, Design Technology is covered through the 'Physical Development' and 'Expressive Arts and Design' areas of the EYFS Curriculum. Group activities are planned to support their learning, whether it be child or adult-led. Children use the indoor and outside environments to facilitate their learning. As well as planned sessions and independent activities, continuous provision and incidental learning opportunities will take place and enhancements to these areas of learning will be made to further develop children's understanding.

Technological enquiry in the early years is driven by children's own interests and adult-led learning. Observation of what a child is learning includes:

- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively sharing ideas, resources and skills.

In KS1

Design Technology will either be taught discretely or part of a cross-curricular approach, dependent on the topic and unit of work. Design Technology may be taught weekly or a consecutive block of days, dependent on the topic or unit of work. In Year 1, where there is continuous provision, there may be a Design Technology focus to some of the activities such as construction using LEGO. General Design Technology observations and links should be made where possible. During a Design Technology unit of work, flashbacks are used to revisit and consolidate children's prior learning and to link it to current learning. Opportunities are given to explore concepts further through evaluation of products to be made. Skills are modelled so the children can see what they need to achieve. Vocabulary specific to each unit of work should be displayed, at least during each Design Technology lesson. Displays of the design process through to evaluation may be seen on a whole class display.

In KS2

Design Technology units of work are taught discretely although the final product may have a link to the overall curriculum topic. It is usually taught weekly; however, there are occasions where it may be taught in blocks of consecutive days, for example in Year 6 after SATs. This is down to the discretion of the individual class teacher but the subject leader should be informed for purposes of monitoring and to ensure enough time is being spent on learning. During a Design Technology unit of work, flashbacks are used to revisit and consolidate children's prior learning and to link it to current learning. Opportunities are given to explore concepts further through evaluation of products to be made. Skills are modelled so the children can see what they need to achieve. Vocabulary specific to each unit of work should be displayed, at least during each design technology lesson. Displays of the design process through to evaluation may be seen on a whole class display.

Technology Room

The technology room will display information appropriate to cooking and nutrition including appropriate vocabulary and examples of healthy eating such as food pyramids and the Eat Well Healthy Plate. Classes will be encouraged to provide examples of work, including pictures, from Food Technology lessons as a celebration of Design Technology learning.

What should you expect to see in the books?

EYFS - Nursery and Reception

At Mersea Island School, Nursery and Reception classes collect evidence throughout the year so that they are able to show the children's attainment linked to Early Learning Goals. Learning is mainly practical and occurs through play; however, where appropriate children

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are encouraged to draw their observations and designs. Photographs are used as a record of activities and learning. Work is recorded through photos, drawing, scribing children's comments, observations and whole class displays. Tapestry is used to share and record learning at school.

Key Stage One and Two

In KS1 – Children use pre-printed booklets containing templates and tables to help with recording their ideas to follow the Design, Make, Evaluate cycle. Photos can be used to show practical activities and children (or staff) will caption these to show understanding or scribe relevant learning comments.

In KS2- As the children progress through KS2 they will become increasingly independent in their recording. Children will have increasing opportunities to take ownership in their recording and choose the most relevant ways to record their designs and evaluations so the inclusion of pre-printed templates and tables will decrease. Photos can still be used to capture practical lessons but these will be alongside children's own comments and evaluations.

Learning that is recorded will have:

- High presentation expectations
- Evidence of pupils developing design, reflection and evaluation skills and recording their learning, including explanations of reasoning behind their design choices and evaluations.

The Curriculum

The DT curriculum at Mersea Island School is engaging and stimulating. Where possible it will be taught as part of cross-curricular learning themes. However, some units will be standalone projects to be taught to ensure appropriate progression and coverage of a range of skills and techniques.

Where appropriate outside agencies may be involved in design projects. Pupils are encouraged to seek advice and question to gain a greater understanding of the challenge ahead of them.

EYFS

At Mersea Island School the Nursery and Reception classes follow the EYFS framework and Development documents as their curriculum. These documents set out the content that should be covered in the early years. Design Technology is embedded as part of their immersive curriculum and is covered within the prime area of Physical Development and the specific area of Expressive Arts and Design, both aspects.

KS1 and KS2

At Mersea Island School, the development of knowledge, skills and understanding in Design Technology centres on the following strands:

1. Developing, planning and communicating ideas
2. Evaluating processes and products

3. Cooking and Nutrition
4. Materials
5. Electronics
6. Construction
7. Mechanics
8. Textiles

The first two strands are taught and incorporated into all areas of Design Technology. Each year group will undertake three Design Technology projects across the academic year. One project will be based on cooking and nutrition while the others will specialise on a particular strand but may incorporate other strands as well. A detailed breakdown of the skills taught in each year group can be seen in the Design Technology Progression of Skills document.

Year 1

Year 1 cover the areas of cooking and nutrition, mechanisms (including elements of construction and materials) and textiles.

Year 2

Year 2 cover the areas of cooking and nutrition, mechanisms (including elements of construction and materials) and construction with a focus on structures (including elements of materials).

Year 3

Year 3 cover the areas of cooking and nutrition, mechanisms (including elements of construction and materials) and textiles.

Year 4

Year 4 cover the areas of cooking and nutrition, mechanisms and electronics (including elements of construction and materials).

Year 5

Year 5 cover the areas of cooking and nutrition, textiles and construction with a focus on structures (including elements of materials).

Year 6

Year 6 cover the areas of cooking and nutrition, electronics and mechanisms (including elements of construction and materials).

Planning

Planning is the responsibility of the class teacher with support from the Subject Leader to ensure that the correct skills are being taught so each unit fits within the Design Technology skills progression.

EYFS

In the Nursery and Reception classes, Design Technology is planned for using the EYFS framework and Development Matters documents which sets out the content that should be covered in the early years. The teachers support child-initiated learning, plan for adult-initiated learning and provide enabling environments to support the children's learning.

KS1 and KS2

For Cooking and Nutrition, we follow a scheme of work designed by British Nutrition Foundation called 'Food a Fact for Life.' It incorporates a variety of different food dishes and builds in a development of food preparation skills. There are no specific bought in schemes of work being followed for the other areas of Design Technology; however, the Subject Leader is able to point the class teachers in the direction of appropriate planning resources which support the school's skills progression.

Resources

The non-consumable Design Technology resources are located in the Resource room within School House. This main resource area stores the specialised equipment, malleable materials and creative resources and is only accessible by teaching staff. Consumable resources are ordered as and when required. The equipment stored in the Technology room must only be used for the preparation of food. Consumable resources needed for Food Technology units will be purchased as required and should be stored appropriately i.e. perishable items in the fridge.

Cross-curricular Links

English – Design Technology contributes to the teaching of English in our school by providing valuable opportunities to reinforce what the children have been doing during their English lessons. Discussion is one way the children understand other people's views and opinions on products. The evaluation of products requires children to articulate their ideas and to compare and contrast their views with those of other people. Through discussion, children learn to justify their own views and clarify their design ideas.

Maths - In Design Technology, there are many opportunities for children to apply their mathematical skills through choosing and using appropriate ways of calculating measurements and distances. They learn how to check the results of calculations for reasonableness, and learn how to use an appropriate degree of accuracy for different contexts. Children learn to measure and use equipment correctly, including those related to Food Technology. They apply their knowledge of fractions and percentages to describe quantities and calculate proportions. The children will carry out investigations, and in doing so, they will learn to read and interpret scales, collect and present data, and draw their own conclusions. They will learn about size and shape, and make practical use of their mathematical knowledge, in order to be creative and practical in their designs and modelling.

Computing – Computing enhances the teaching of Design Technology, wherever appropriate, in all key stages. Children across the key stages use computer programmes to support their learning whether this be through collecting information, researching design ideas or modelling their designs.

The teaching of Design Technology to children with SEND

At Mersea Island School, we teach Design Technology to all children, whatever their ability and individual needs. Design Technology implements the school curriculum by providing a broad and balanced education to all children. Through our Design Technology teaching, we provide learning opportunities that enable all children to make good progress. We meet the needs of those pupils with special educational needs, those with disabilities, those with specific gifts and talents, and those learning English as an additional language, and we all take reasonable steps to achieve this. Pupils may require support from a learning assistant and adapted equipment, e.g. spring scissors where need arises. Consideration is given as to how a pupil will record their work, whether this is done with the support of a learning assistant, ICT equipment or scaffolded templates.

Homework

There is no expectation homework set specifically for Design Technology; however, there may be occasions where teachers may choose to try and use a skill learnt in school at home, such as something they have learnt during a Food Technology lesson. There may also be opportunities which present themselves for children to undertake a creative learning project at home which incorporates skills learnt within Design Technology.

The children are encouraged to bring artefacts from the home environment into school for display and discussion. These artefacts are relevant to the Design Technology project they will be undertaking i.e. an example of the product they will be designing and making.

Recording and Presentation

High standards of presentation are expected from all pupils. There is a very strong focus on this so that the pupils develop a good understanding of the importance of working with accuracy. Pupils are encouraged to make careful jottings and show their working methods fully. Pupils' packs will not evidence all work completed as there is a large emphasis on the importance of practical skills. Where possible, class teachers will take photographs during practical lessons. Pupils will also need to work with accuracy during practical lessons to ensure the success of their final product.

Marking and Feedback

Design Technology work is marked against the learning objective to check for accuracy and understanding. It is also undertaken in order to identify the 'next steps' in a pupil's learning. Instant verbal feedback may also occur between the teacher and pupil during a lesson. Any misconceptions will be noted and addressed quickly, either during instant verbal feedback or during the next lesson.

Assessment

At Mersea Island School we recognise that effective Assessment for Learning (AfL) lies at the heart of a mastery curriculum. The assessment procedures within our school encompass:

Short term assessments – This formative assessment occurs during each teaching session through observations and responding to the needs of the pupils by providing immediate verbal feedback. In EYFS assessments are gathered through observations of children during their learning, both adult initiated and child-initiated, and are recorded on Tapestry against age related expectations.

Medium term assessments – Summative assessments measuring the attainment of the children against the skills they have been taught are completed at the end of a unit of work. The class teachers enter judgements for the children in their class, naming those working above or below the average. It will assumed that anyone not written down is worked at age related expectations.

Long term assessments – Children are given an overall RAG rating, against age related expectations at the end of the year for both effort and attainment in Design Technology.

Reporting

At Mersea Island School, there is an opportunity to raise a child's strengths, aptitudes or struggles with the subject at parents' evenings which occur twice a year. On the end of year report, teachers will report to parents how their child has performed in Design Technology. In Reception, the children will be graded as either emerging or expected in the area of Physical Development. They will also be graded in the same way under the heading Expressive Arts and Design. In Years One to Six, children will be given a RAG rating in both attainment and effort for Design Technology.

Monitoring

The subject leader will monitor Design Technology across the school and will be ongoing. They will check planning, engage in climate walks, observe lessons, scrutinise work, gather information and engage with children through pupil voice, gather assessment data, monitor curriculum coverage and ensure good standards in teaching and learning. The subject leader will also support other colleagues in the planning and teaching of Design technology.

Health and Safety

- Children should be given suitable instruction on the operation of all equipment before being allowed to work with it.
- Children should be strictly supervised in their use of equipment at all times
- Children should be taught to respect the equipment they are using and keep it stored safely while not in use.
- Children should be taught to recognise and consider hazards and risks and to take action to control these risks, having followed simple instructions.

- All jewellery should be removed and hair tied back when using more challenging tools and equipment.
- All safety equipment should be worn during tasks.
- Only Key Stage 2 pupils should use glue guns, craft knives, saws etc. Any use of these items in Key Stage 1 should be completed by an adult.
- It is the responsibility of the class teacher to check dietary needs and food allergies for the children in their class in order to identify any foods that need to be avoided.

Equality

We aim to provide all our pupils with the opportunity to succeed. To achieve this we will ensure:

- Curriculum Policy reflects a commitment to equality. In 2020 the staff at Mersea Island School reviewed the curriculum content.
- The curriculum prepares pupils for life in a diverse society and uses opportunities to reflect the background and experience of pupils and families in the school.
- There will be opportunities in the curriculum to explore concepts and issues related to identity and equality.
- The promotion of attitudes and values that celebrate and respect diversity and challenge discriminatory behaviour and language wherever it occurs.
- The use of images and materials which positively reflect a range of cultures, identities and lifestyles.

This policy should be read in conjunction with the following policies:

Assessment, Marking and Feedback Policy, EAL Policy, Equalities Policy, SEND Policy, Pupil Premium Policy, Looked After Children Policy & Policy for Gifted, Talented & More Able Pupils.

This policy was reviewed and revised on: Wednesday 5th March 2025

By: Ben Elmer (Subject Lead)

Renewal date: March 2025