



# St Faith's

Church of England  
Infant and Nursery School

## Curriculum Policy for Design and Technology

"Our inclusive St Faith's family strives to enable all to achieve their full potential and inspire a community of hope and friendship.

*We seek excellence by ensuring a safe, respectful and flourishing learning community, where differences are celebrated and our genuine love and high expectations make a difference to all."*

*Oscar Romero .... "Aspire not to have more, but to be more."*

### Introduction

As a Church School, the distinctive Christian values of respect, compassion, trust, justice, friendship and community are promoted through the experiences we offer to all our pupils, to give pupils the knowledge, skills and understanding that they require to lead confident, healthy and independent lives. We promote the teaching and understanding of fundamental British values in order to prepare pupils for life in modern Britain. We positively teach the values of democracy, the rule of law, individual liberty, mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Teaching the fundamental British values helps the children to become informed, active and responsible citizens.

This policy outlines the purpose, nature and management of **Design and Technology** in our school. It reflects the consensus of opinion of all members of staff. It is based on current practice and has the full agreement of the governing body. The implementation of this policy is the responsibility of the Head teacher, teaching staff and support staff. It is our collective responsibility to raise awareness and that all policies are known, understood and used in an appropriate way. Design and Technology is a foundation subject in the National Curriculum and is part of Expressive Arts and Design and Physical Development in the Early Years Foundation Stage (EYFS).

### Design and Technology Intent

At St Faith's, Design and Technology aims to support every child to take part in the development of tomorrows rapidly changing world. We encourage children to think creatively, to be engaged, inspired and challenged. The subject encourages children to become autonomous and creative problem solvers, both as individuals and as part of a team. Children are provided with the opportunity to explore and experiment with a variety of materials and tools, confidently applying them to their work as they design, make and evaluate a range of products for a purpose.

### Implementation of Design and Technology

We aim to encourage our children to remember knowledge and build on their prior learning by ensuring we carefully consider how knowledge is sequenced. Teachers must understand what pupils must know and be able to do in each subject by the end of each academic year; they must recognise what has come before and what pupils will continue to learn in the next year.

Our curriculum design is based on three main principles:

- 1) Learning is most effective when spaced rather than blocked.
- 2) Interleaving helps pupils to discriminate between topics and aids long-term retention. *'Interleaving is a process where students mix, or **interleave**, multiple subjects or topics while they study in order to improve their **learning**.'*
- 3) Retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength. Some of our content is subject specific, whilst other content is combined in a cross-curricular approach.

## Early Years

In the EYFS, the ways in which every child engages with other people and their environment – playing and exploring, active learning, and creating and thinking critically – underpin learning and development across all areas and support the child to remain an effective and motivated learner.

Children are taught Design and Technology through the following areas of learning:

**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.

**Physical Development:**

Use a range of small tools, including scissors, paintbrushes and cutlery.

## Key Stage 1

In accordance with the National Curriculum, children are taught to:

### 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.

In Key Stage 1, Design and Technology is taught through the half termly topics throughout the year, so that children can achieve depth in their learning. Teachers have identified the key knowledge and skills of each topic and consideration has been given to ensure progression across topics throughout each year group across the school.

At the beginning of each topic, children are able to convey what they know already as well as what they would like to know or find out. This ensures that lessons are relevant and take account of children's different starting points. Consideration is given to how greater depth will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion.

Cross curricular outcomes in Design and Technology are specifically planned for, with strong links between science and maths identified, planned for and utilised. The local community is fully utilised, as appropriate, to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice.

The distinctive Christian values of respect, compassion, trust, justice, friendship and community are promoted through the experiences we offer to every child, in all areas of the curriculum.

In Design and Technology we can develop the children's knowledge and understanding of:

- Materials
- Mechanisms
- Structures
- Existing products
- Quality
- Health and safety

- Cooking and nutrition

The children also understand how the skills that they learn through these areas can be applied to the wider school and to home.

### Assessment

In this subject, we use three main types of assessment to help us to support all pupils in their achievement:

**In school formative assessment** is our day to day assessment, based on what children show us they can do in a lesson. This can be in the form of observation, discussion, feedback, questioning, note taking, photo or video evidence, use of Tapestry or marking and is used to guide the teachers planning for the next lesson.

**In school summative assessment** is usually carried out at the end of a topic or a term. This can be in the form of the above, or in the form of a quiz or an independent task or activity. It measures what particular level a child has reached in their learning and whether they are below, at or above the nationally expected level for their age.

In our school, we track progress across each year group in 3 stages: working below, working at and working above. This information is recorded onto the school's tracking system and discussed amongst staff to identify any less effective areas of the subject, and pupils who need additional support or intervention.

In the EYFS, observations are recorded on Tapestry, our online learning journal.

**Nationally standardised summative assessments** are carried out at statutory times. Design and Technology is assessed as Expressive Arts and Design at the end of the Foundation Stage (Reception) for the EYFSP. It also links to Physical Development.

### Monitoring and Evaluation

It is the job of the subject co-ordinator to ensure that there is progression across the school. The subject leader monitors the subject through observations and drop-ins, work scrutiny, planning scrutiny and pupil voice. The information gathered is fed back to all staff and relevant actions taken, if required.

### Health and safety

The very practical nature of this curricular area means that children will need to be trained to use tools and materials correctly and be supervised appropriately. Certain tools should not be used such as files and screwdrivers. Scissors, wood and dowelling must be carried correctly (facing downwards). Children must be trained to keep fingers behind and well away from the blade of any saws and the points of drills.

### Review

The Subject Leader will review this policy document annually. Any amendments will be presented to the governors for consideration at the next meeting after that date.

Presented to the governing body on:-	September 2025
Signed (Subject Leader)	Sarah Walton
Review Date	September 2027

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