



Faith, Family and Fascination

Design & Technology Policy

Boutcher C.E. Primary School

Reviewed by: Ed Avis

Last reviewed during: Autumn 2025

Next review due by: Autumn 2027

“Love one another. As I have loved you, so you must love one another.”
John 13:34

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Mission Statement

The Design and Technology Policy will support the delivery of the Mission Statement. Art and Design takes place within the context of the Christian aims and ethos of Boutcher School as reflected by our Mission Statement.

“The aims and practice of Boutcher School seek to reflect the life and teachings of Jesus Christ as told in the Gospels. Jesus taught us, through His example of unconditional love and compassion, that we are all of equal value to God. Everyone is entitled to be regarded with dignity, fairness and respect. We strive to ensure that our school enshrines the values which Jesus taught us.”

The children at Boutcher discussed our Mission Statement and created their own interpretation of it.

“In our school everyone has the right to learn, the right to feel safe and the right to respect. They have the right to learn the good news of the Gospels and to know that God loves us all equally (whether we are rich or poor, young or old.)

We strive to live in the way that Jesus would want us to. We tell others Jesus's stories so that they can learn from them too and we try to set an example for other people in the way that we act. In all that we do we help each other and love others as Jesus would want us to.

Boutcher CE Primary School tries its best to remember that Jesus loves us, even when we make mistakes.”

In Design and Technology, we live out our mission by helping children to see beauty in the world around them, to express their faith and identity creatively, and to recognise the equal value of every individual's artistic voice.

SMSC Statement

Through the teaching of Design and Technology children's SMSC is promoted and supported. We aim to prepare our children to maximise opportunities, develop their responsibility and enhance their experiences now and in the future.

Through lessons we promote our Boutcher values of Faith, Family and Fascination. We enable every child to develop and flourish in a loving and open environment in lessons. We actively promote the fundamental British Values as stated by the Government and design opportunities in the curriculum to do this. We want Design and Technology to be an enjoyable subject where children are fascinated by the learning of themselves, others and the world around them. At the heart of our school, is a rich and diverse culture and community that we enjoy and celebrate. We seek opportunities to work with the local community, explore our local area, welcome visitors to the school, go on trips and take part in community events and projects.

For further information, see the SMSC Policy.

Equal Opportunities and Inclusion

In Design and Technology we are committed to promoting and providing all children with high expectations and an equal entitlement and opportunities regardless of race, gender, culture, class, SEN or disability. We aim to meet the needs of all our children by personalising our Design and Technology curriculum, promoting inclusivity to fully engage and motivate all children. This involves providing opportunities for SEND children to receive support and/or scaffolding as well as

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challenging all children to take an active part in their learning and to achieve their potential. When working in groups and taking part in practical, hands-on tasks, we will take into account pupils' needs so that they are able to take an active role in the task set.

Aims and Objectives

National Curriculum Aims

The National Curriculum states that all pupils should: develop creative, technical and practical expertise to perform everyday tasks confidently and to participate successfully in an increasingly technological world; apply knowledge and skills to design and make high-quality prototypes and products for a wide range of users; critique, evaluate and test their ideas and products and the work of others; understand and apply principles of nutrition and learn how to cook

Boutcher Aims

At Boutcher we aim to help children see design as purposeful creativity, ideas that meet real needs. Our intent is to equip pupils to identify problems, generate ideas, make and test products, and evaluate their effectiveness.

We want children to: combine imagination with practical skill; design with empathy and consideration for users; apply maths, science and computing to strengthen designs; work safely, reflectively and collaboratively; understand that good design balances function, form and sustainability

The impact of these aims is seen in children who take pride in making, who can explain and improve their designs, and who recognise that creativity and care belong together.

Organisation, Planning and Delivery

Design and Technology is taught through meaningful projects that follow the **design, make and evaluate** cycle. Every unit connects to real users and outcomes, allowing children to see how their ideas matter.

Teaching and Learning

Children are taught to: explore existing products and identify how they meet a need; generate, model and communicate ideas through drawings, prototypes or digital tools; select appropriate materials and tools and use them safely; measure, mark, cut, join and finish with care and accuracy; test and refine their designs, explaining decisions using technical vocabulary

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Over time, pupils work with a range of materials and disciplines including structures, mechanisms, textiles, simple circuits and food technology.

Teachers plan collaboratively using the school's progression map, ensuring that knowledge and skills build steadily from EYFS to Year 6.

EYFS: Foundation Stage

In Reception, children explore materials, construct and join, and talk about what makes things work or stay together. They plan, test and adjust ideas through play, discovering that mistakes are part of the process. Early DT experiences are hands-on, joyful and often collaborative, setting foundations for later precision and independence.

Health and Safety

Children are taught safe handling of all tools and equipment. Teachers complete risk assessments for each project and reinforce hygiene routines when preparing food. Respect for materials, tools and each other's space is modelled and expected.

Creative Work and Evaluation

Making at Boutcher is practical, lively and reflective. Children know that good design rarely works first time, that sketching, testing and rebuilding are all part of learning.

Evaluation happens before, during and after making. Pupils analyse examples, test ideas, make adjustments and share feedback with others. They learn to speak about design using clear vocabulary and to take pride in presenting their finished work, however simple or sophisticated.

Many projects link to whole-school themes where design brings the community together, whether through wearable creations, moving models or useful products that combine imagination with care and purpose.

Resources

Each classroom holds a range of basic materials and tools, with larger items and specialist equipment stored centrally. The coordinator maintains stock and safety equipment and ensures teachers have what they need in good time.

Resources are reviewed to ensure they are sustainable, inclusive and reflective of current DT practice.

Educational Visits and Visitors

We value real-world connections. Visits to local makers, workshops and exhibitions deepen children's understanding of design in everyday life. Visitors from different professions share their expertise, widening children's horizons and aspirations.

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Feedback

Feedback in DT is practical and immediate. It celebrates creativity and craftsmanship while helping pupils see where testing shows a need for improvement. Children are encouraged to reflect on what worked well, what needs re-thinking and what they would do differently next time.

Verbal feedback and peer discussion are central. The focus is on curiosity and problem-solving rather than perfection.

Progress and Assessment

Assessment in DT is primarily observational and conversational. Teachers evaluate pupils' progress through planning notes, design sketches, photos and finished products.

Children's ability to explain choices and talk about how to improve is a key indicator of understanding. Outcomes are recorded against age-related expectations on the school's progression map to track development across the key stages.

Monitoring by the Governors

Governors join creative learning walks to see DT in action and talk to children about their ideas. The coordinator meets governors to discuss standards, enrichment and the impact of community projects. Monitoring ensures that DT continues to thrive as a subject that combines imagination, skill and purpose.

Cross-curricular Skills and Links

Design and Technology draws on and strengthens learning across the curriculum:
Science develops understanding of forces, materials and circuits.
Maths supports precision, shape, measurement and proportion.
Computing enables coding, control and digital design.
Art inspires aesthetics, pattern, texture and composition.
PSHE builds teamwork, resilience and healthy living.

Through these links, children see that design is everywhere, in the clothes we wear, the food we eat and the solutions we create together.

Role and Responsibility of the Coordinator

The coordinator promotes high standards of design thinking and practical work by:
supporting colleagues with planning, CPD and resources
ensuring progression, breadth and balance
monitoring teaching and pupil outcomes
sharing research and good practice
maintaining safety and resource organisation

The coordinator works closely with the Art and Design lead to ensure creative subjects remain connected and vibrant.

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Plan for Unforeseen School Closure

If school closure occurs, teachers will continue to plan creative home projects using everyday or recycled materials, simple construction tasks or cooking activities. Adapted guidance and online examples will help children continue to design, make and reflect safely at home.

Please see the Remote Learning Policy for further detail.

Promoting Diversity in Design and Technology

At Boutcher we want every child to feel seen and valued. Lessons highlight designers, inventors and makers from a wide range of cultures and backgrounds. Children explore design for accessibility, sustainability and fairness, seeing that thoughtful design serves both people and planet.

Through this inclusive and reflective approach, pupils learn that good design starts with empathy, noticing a need, imagining a solution, and bringing it to life with creativity and care.