

Hanley St Luke's Church of England Academy

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DT Policy	
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Headteacher	Mrs Zoe Cooper
Governor/Committee (where applicable)	Mr Andrew Wragg

Our School Vision:

"I have come that they may have life and have it to the full."

(John 10:10)

Our Mission:

At Hanley St Luke's, we are rooted in love and guided by faith. We nurture every child to live life to the full. By showing *honesty, courtesy, kindness, perseverance, and respect*, we create a safe, supportive, and inclusive environment where every child can grow academically, spiritually, and emotionally.

Our school is committed to nurturing a community built on strong Christian values, where every child is encouraged to grow both personally and academically. Through honesty, we promote truthfulness and trust; through courtesy and respect, we foster a culture of care and understanding; through kindness, we encourage compassion and forgiveness; and through perseverance, we inspire resilience and determination. Guided by these values and the teachings of Scripture, we aim to create a safe, supportive environment where all members of our school community can flourish and become thoughtful, responsible individuals.

Honesty

"You must be truthful with each other, because we are all part of the same body."

Ephesians 4:25

Courtesy

"Show proper respect to everyone, love others, honour God."

1 Peter 2:17

Kindness

"Be kind and compassionate to one another, forgiving each other, just as God forgave you."

Ephesians 4:32

Perseverance

"Let us not become tired of doing good. At the right time we will gather a harvest—if we don't give up."

Galatians 6:9

Respect

"In everything, do to others what you would want them to do to you."

Matthew 7:12

At Hanley St Luke's CofE Academy, our approach to careers education is rooted in our Christian vision inspired by *John 10:10*: "I have come that they may have life, and have it to the full." We believe that every child is uniquely created in the image of God, with individual gifts, talents and a purpose to fulfil. Our role is to nurture and develop these qualities so that all pupils can flourish and live life in all its fullness.

Through our careers provision, we aim to raise aspirations and help pupils recognise their God-given potential. We encourage children to explore how their skills and interests can be used to serve others and contribute positively to the wider community. By providing meaningful experiences, strong role models and an inclusive curriculum, we support every pupil to overcome barriers, build confidence and develop a sense of ambition for their future.

Our values-led approach ensures that pupils grow not only in knowledge and skills, but also as compassionate, responsible individuals who are prepared for the opportunities and challenges of the modern world. In doing so, we enable all children to aspire, achieve and thrive, living out our Christian vision in their future education, careers and lives.

Design and Technology Curriculum Policy

School Context

Hanley St Luke's serves a diverse community. Approximately 52% of pupils are eligible for Pupil Premium funding, 52% speak English as an Additional Language and around one quarter of pupils are identified as having SEND. Pupils represent a wide range of ethnic backgrounds including African, Eastern European, Pakistani and White British communities. The school serves Christian and Muslim families alongside other faith and non-faith backgrounds. Our curriculum is designed to ensure equity, inclusion and ambition for all pupils regardless of starting point.

What is Design and Technology?

The National Curriculum Purpose of Study states that:

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical

understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation" (National Curriculum Document 2014)

Design and Technology is an inspiring, rigorous and practical subject. Through creativity and imagination, pupils design and make products that solve real and relevant problems. Pupils develop skills in researching, designing, making, evaluating and technical knowledge whilst drawing upon mathematics, science, engineering, computing and art.

Intent Statement

At Hanley St Luke's, Design and Technology develops creative, resilient and innovative learners. The curriculum encourages children to become problem-solvers, risk takers and reflective thinkers. Through carefully sequenced learning, pupils develop technical knowledge, practical skills and creativity. Curriculum drivers including Careers, English, Behaviour, Leadership, Outdoor Learning, Christian Life, STEM and Attendance are embedded throughout learning.

Through Design and Technology, pupils are encouraged to use their creativity, talents and problem-solving skills to serve others, improve their communities and act as responsible stewards of God's world.

Curriculum Drivers

Design and Technology contributes directly to the school's curriculum drivers. Careers links expose pupils to engineering, construction, manufacturing, architecture, food technology and product design. English is developed through technical vocabulary and communication. STEM learning is strengthened through practical application and problem-solving. Leadership, behaviour, attendance and Christian life are promoted through collaboration, perseverance and responsible decision-making.

Implementation

Across the school, pupils engage in a progressive curriculum from EYFS to Year 6. Learning is organised around five strands: Researching, Designing, Making, Evaluating and Technical Knowledge. Pupils experience food and nutrition, textiles, structures, mechanisms and electrical systems. Cross-curricular links are made with science, computing, mathematics, history, geography and art where appropriate.

When designing and making, the children are taught to:

Design:

- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.
- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional diagrams, prototypes, pattern pieces and computer-aided design.

Make:

- Select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing, as well as chopping and slicing) accurately.
- Select from and use a wider range of materials, ingredients and components, including construction materials, textiles and ingredients, according to their functional properties, aesthetic qualities and, where appropriate, taste.

Evaluate:

- Investigate and analyse a range of existing products.
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
- Understand how key events and individuals in design and technology have helped shape the world.

Technical knowledge:

- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.
- Understand and use mechanical systems in their products.
- Understand and use electrical systems in their products.
- Apply their understanding of computing to program, monitor and control their products
- Understand some of the ways that food can be processed and the effect of different cooking practices.

Key skills and knowledge for Design and Technology have been mapped across the school to ensure progression between year groups. The context for the children's work

in Design and Technology is also well considered and children learn about real life structures and the purpose of specific examples, as well as developing their skills throughout the programme of study.

Inclusion and Equality of Opportunity

All pupils access the same ambitious curriculum. Adaptive teaching strategies include visual supports, modelling, vocabulary pre-teaching, scaffolded tasks, flexible grouping, chunked instructions and additional adult support where appropriate. High expectations are maintained for all pupils including those with SEND, EAL and disadvantaged backgrounds.

Design and Technology promotes British Values through teamwork, respectful discussion, problem-solving and appreciation of the diverse products, cultures and innovations that have shaped society.

Vocabulary Development

Vocabulary development is a key priority. Technical vocabulary is explicitly taught, displayed, modelled and revisited throughout units. Retrieval activities, discussion and practical application support pupils in using subject-specific language confidently. This is particularly important for pupils with EAL and SEND.

Impact

At Hanley St Luke's, we ensure the children:

- Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- Build and apply a repertoire of knowledge, understanding (including technical vocabulary) and skills in order to design and make high-quality prototypes and products for a wide range of users and critique, evaluate and test their ideas and products and the work of others
- Understand and apply the principles of nutrition and learn how to cook. Children will design and make a range of products. A good quality finish will be expected in all design and activities made appropriate to the age and ability of the child.

Children develop the creative, technical and practical expertise needed to participate successfully in an increasingly technological world. They build and apply knowledge, understanding and skills to design and make high-quality products, evaluate outcomes

and understand nutrition and healthy cooking. Pupils leave Hanley St Luke's as confident designers, makers and evaluators who understand links between DT, STEM and future careers.

Resources and Access

The school maintains a range of resources to support Design and Technology. Resources are organised and maintained by the subject leader and staff. Appropriate tools, construction materials, textiles and food preparation equipment are available to support delivery of the curriculum.

Curriculum Planning

The National Curriculum and the school's DT Progression of Skills document underpin curriculum planning. Long-term plans ensure progression across year groups. Medium-term plans identify key knowledge, vocabulary and skills. Teachers work collaboratively to ensure consistency and progression across classes. The curriculum is underpinned by the Hanley St Luke's Design and Technology Progression of Skills Overview 2026-27, which ensures clear progression in researching, designing, making, evaluating and technical knowledge from EYFS to Year 6. In EYFS, Design and Technology is developed through the Early Learning Goals, with pupils exploring materials, structures, tools and mechanisms through play-based learning and purposeful adult-led activities.

Assessment and record keeping (Teaching, Learning and Assessment Policy)

Assessment is an integral part of teaching and learning. Teachers use observations, questioning, discussion, product outcomes, self-assessment and evaluation activities to assess progress. Both formative and summative assessment inform future planning. Assessment is measured against the school's Design and Technology Progression of Skills framework. Evidence may be collected through class work, photographs and digital platforms where appropriate. Assessment can be broken down into:

- Formative assessments are carried out during and following short focused tasks and activities. They provide pupils and teaching staff the opportunity to reflect on their learning in the context of the agreed success criteria. This feeds into planning for the next lesson or activity.
- Summative assessment should review pupils' capability and provide a best fit description (working towards, working at or working beyond expected level). Use of independent open-ended tasks, provide opportunities for pupils to demonstrate capability in relation to the term's work.
- Teachers also use the app Seesaw to record pupils' works and as a method of pupils evidencing independent work.

Monitoring and Evaluation

The subject leader is responsible for monitoring standards and the quality of teaching and learning. Monitoring activities include lesson visits, planning scrutiny, work scrutiny, pupil voice, and learning walks.

Health and Safety

Staff model and teach the safe use of tools, materials and equipment at all times. Appropriate risk assessments are completed where necessary. Food hygiene procedures are followed during cooking activities and pupils are taught to work safely and responsibly.

The role of the design and technology co-ordinator is to:

- Lead the development of design and technology across the school.
- Provide guidance to all members of staff.
- Keep up to date with local and national developments in design and technology and disseminate relevant information.
- Review and monitor the success and progress of planned units of work.
- Order stock linked to the planned units of work.
- Be responsible for the organisation and maintenance of design and technology resources and replace as required.
- Co-ordinate and displays of design and technology.
- To keep parents and governors informed on the implementation of design and technology in school.

Design and technology lead - S Margaritelli

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