



FARINGTON MOSS ST PAUL'S CHURCH OF ENGLAND PRIMARY SCHOOL

Thrive in the gift of life John 10:10: 'I came that they may have life and have it abundantly.' We realise our vision through inspiring and nurturing our whole school family to grow and reach their full potential.

Subject Leader Report - Design Technology

September 2026

Design Technology Subject Leader: Anna Porter

Subject Overview - Intention

At Farington Moss St Paul's, we believe that Design and Technology should inspire children to become creative, innovative and resourceful thinkers. Through our Design and Technology curriculum, children are given opportunities to identify real-life needs and problems and respond to these by designing, making and evaluating purposeful products for a range of users.

Through our scheme of work, Kapow Primary, children develop an understanding of the design process and learn how ideas can be developed through research, planning, designing, making, testing and evaluating. We encourage children to be imaginative, take risks and develop the confidence to explore their own ideas. They learn that designs can be adapted and improved and are encouraged to reflect constructively on both their own work and the work of others.

We intend to develop children who are curious, resilient and increasingly independent designers and makers. By providing meaningful opportunities to design for a purpose and an audience, we want children to recognise the relevance of Design and Technology beyond the classroom and understand how the skills they develop can be applied to real-life situations and future careers.

Our aims in teaching Design Technology are consistent with the vision of the school and in addition are designed to:

- encourage pupils to become creative, innovative and resourceful thinkers who are confident in developing and communicating their own ideas.
- develop pupils' understanding of the design process through researching, designing, making, testing and evaluating purposeful products.
- develop pupils' practical skills and technical knowledge through a broad and progressive curriculum, including structures, mechanisms, textiles, electrical systems and food and nutrition.
- encourage pupils to take risks, solve problems, show resilience and reflect upon their work, using evaluation to improve their designs and products.
- inspire pupils to recognise how Design and Technology shapes everyday life and the wider world, encouraging them to become thoughtful consumers and potential designers, engineers and innovators of the future.

We aim to teach Design and Technology in ways that are creative, practical, purposeful and enjoyable, providing pupils with meaningful opportunities to explore ideas, solve problems, develop practical skills and design, make and evaluate products with confidence.

We understand our responsibility to prepare children for their next stage of education and for the opportunities, responsibilities and experiences of later life. Fundamental British Values are developed through the teaching of Design Technology by:

- Encouraging children to share their ideas, listen to the views of others and make collective decisions when discussing designs, users' needs and possible solutions.

- Teaching children to understand the importance of rules and procedures, particularly when using tools and equipment safely and responsibly and when following food hygiene practices.
- Providing children with opportunities to make their own choices, express their creativity and develop individual design ideas within a given design brief.
- Encouraging children to respect different ideas, opinions, cultures and traditions and to give and receive constructive feedback when evaluating their own work and the work of others.

Planning - Implementation

Design Technology is a foundation subject on the National Curriculum. At Farington Moss St.Paul's, we follow the Kapow scheme of work for curriculum planning in Design and Technology. The long term plan for DT is split to alternate with Art so that each class will cover Art or DT in a half term.

The foundations of Design and Technology begin in the Early Years Foundation Stage (YR), where children develop many of the knowledge, skills and behaviours that prepare them for the Design and Technology curriculum in Key Stage 1. Through purposeful play and first-hand experiences, children are encouraged to explore materials, tools and techniques and to use their imagination to design, create and construct. They learn to select and join materials, use tools safely, solve practical problems and adapt their ideas when things do not work as planned. Opportunities within Expressive Arts and Design, Physical Development and Understanding the World encourage children to be curious, creative and resilient, while developing the fine motor skills, vocabulary and confidence needed to explain their ideas and talk about what they have made.

A long-term plan covering Key Stage One and Key Stage Two (based on Kapow's condensed scheme of work) ensures that all aspects of the National Curriculum will be covered.

Through our Design and technology scheme, pupils respond to design briefs and scenarios that require consideration of the needs of others, developing their skills in six key areas: Mechanisms, Structures, Food, Textiles, Digital World (KS2 only) and Electrical Systems (KS2 only). Each of our key areas follows the design process (design, make and evaluate) and has a particular theme and focus from the technical knowledge or cooking and nutrition section of the curriculum. Lessons incorporate a range of teaching strategies from independent tasks, paired and group work including practical hands-on, computer-based and inventive tasks. This variety means that lessons are engaging and appeal to those with a variety of learning styles. Differentiated guidance is available for every lesson to ensure that lessons can be accessed by all pupils and opportunities to stretch pupils' learning are available when required. Knowledge organisers for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts and vocabulary. All resources are easily accessible on Kapow's online lesson plans, which are updated and modified by Kapow on a regular basis to ensure teachers are teaching the most up to date content and skills. Equipment lists for each topic are readily available making resourcing units easier for the subject leader and class teachers.

Assessment, monitoring and evidence - Implementation and impact.

The impact of our Design and Technology curriculum will be constantly monitored through both formative and summative assessment opportunities. Focusing on the progress children in our school are making as they progress through the key stages. Each lesson includes guidance to support teachers in assessing pupils against the learning objectives. Each individual lesson has detailed criteria for those children who are working at the expected level and for those children who are working above and beyond the expected level, allowing teachers to have a clear understanding of which children are working below, at and above expected for each session. This allows any future planning to be adapted accordingly to fit the needs of the children. Furthermore, each unit has a unit quiz and knowledge catcher which will be used at the start and/ or end of the unit as a summative form of assessment.

The increase in the children's knowledge and understanding of what they have been taught was evident in the increase of scores from the beginning of the topic to the end. Photographs and videos of the children will be kept as evidence of any/all stages of the design, make and evaluate process. Furthermore, we understand that children have their own individual strengths and weaknesses, using photographs and video evidence allows children to be creative, innovative and critical without the constraints of formal written analysis. This has led to the children at Farington Moss St Paul's fostering a love for creativity and building children's confidence in following their passions and interests.

Feedback and marking are guided by the school marking policy. These are shared with parents, SLT and the subject leader through parent consultation evenings and written reports. Standards are monitored in a variety of ways: book scrutiny, teacher discussions, lesson observations and pupil voice. Teachers have started to record assessments annually using the INSIGHT tracking system. Governors are informed of standards annually. The subject leader meets with a named governor to discuss standards in detail.

Enrichment opportunities - Implementation and impact. 2025-26

Enrichment	Further Information
Lego Robotics - Year 4	Delivered by Lancashire Adult learning. Children can build and code moving creations.
Forest school - Years 1-6 - YR muddy Monday's	Children are provided the opportunity to design and construct shelters & dens, develop measuring, cutting and joining skills through woodwork using appropriate tools, and also have real-life problem solving opportunities.

Targets 2025-26 - Impact

Target (INTENT)	Implementation	Evaluation (IMPACT)
To evaluate resources in school and assess suitability in terms of meeting the expectations of the DT curriculum.	Subject monitoring time. Staff meeting time.	New cooking resources purchased by FOSPS in 2025. This has had a positive impact on the practical opportunities we are able to provide the children when teaching cooking and nutrition. Still awaiting staff meeting time to go through the resources in the DT cupboard - some are no longer needed for the KAPOW scheme.
To evaluate the impact of the new Kapow scheme of work which was implemented across the whole school in September 2023.	Subject monitoring time. Staff meeting time. Pupil voice. Book looks.	Staff are continuing to enjoy teaching the Kapow scheme and pupils have expressed through pupil voice that they enjoy their DT lessons and the opportunity to be creative. Following consultation with staff and an updated scheme from Kapow, some units have been changed for the academic year 26/27.

Staff training - Impact 2025-26

Training led by Kate Taylor (School Advisor) and Ann Pryce (SENCO) to support adaptations for SEND children.

Focus for learning 2026-27

Target (INTENT)	Implementation	Evaluation (IMPACT)
To develop a wider range of enrichment opportunities beyond Design Technology lessons.	Implement one enrichment opportunity per key stage. Develop stronger links between forest school and DT. Subject leader time Gather evidence to evaluate the impact. Pupil voice	
To increase pupils', staff's and the wider school community's awareness of Design and Technology.	Assembly time to showcase work. Increase the profile of DT on Class Dojo by showcasing work. Ensure DT vocabulary is visible on classroom displays and in work. Create a DT award for pupils every half term/term. Subject leader time.	
To develop pupils' understanding of sustainability and encourage them to consider the environmental impact of the products they design, make and use.	Pupil voice Subject leader time Evaluate Kapow scheme to see where sustainability is already taught and where further opportunities could be introduced. Link to Eco council Link to Forest School Increase opportunities to use recycled, reusable and sustainably sourced materials within DT projects where appropriate. Staff meeting time	

Future targets - Future intention, implementation and impact

- To attend training for Design Technology subject leaders and cluster meetings.