

Design and Technology Statement of Practice

Vision

Design and Technology at Cooper Perry Primary School is an inspiring, rigorous and practical subject where children learn to think creatively to solve problems. As Design Technologists, we develop our natural curiosity alongside extending our understanding and skills base. We encourage children to use their creativity and imagination, to design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. The well-planned and sequenced Design and Technology Curriculum allows children to develop their skills and knowledge and build on what they have learnt within the previous year group.

The children also have opportunities to reflect upon and evaluate past and present designs, its uses and its effectiveness and are encouraged to become innovators and risk-takers.

Children learn basic cooking skills and links are made with Science and PSHE to promote a healthy lifestyle.

Intent

At Cooper Perry, our Design and Technology curriculum aims to inspire children to become creative, innovative and independent learners who can think critically and solve real-world problems. We follow the **Oak Academy Design and Technology curriculum**, which develops pupils' knowledge, skills and technical understanding through the designing, making and evaluating of purposeful prototypes.

Children learn to design with intent, selecting appropriate tools, materials and techniques to bring their ideas to life. They evaluate their own products and critique the work of others, considering how design and technology continue to shape our world. Through these experiences, pupils develop awareness of the social, moral and ethical implications of design decisions, helping them to become responsible designers, informed citizens and conscientious consumers.

Cooking and Nutrition form an essential part of our provision. Pupils are taught practical food preparation skills and develop a secure understanding of healthy, balanced and sustainable diets. They learn to make informed choices about the food they eat, appreciate food as an important aspect of different cultures, and value its role as a source of nourishment, connection and enjoyment.

Through engaging, meaningful and relevant learning experiences, we aim to equip our pupils with the confidence and capability they need to make, create and innovate both now and in their future lives.

Implementation

New learning is delivered through explicit instruction, clear modelling and well-chosen examples that demonstrate high-quality design thinking. Lessons are underpinned by a pedagogical model that actively connects prior learning, ensuring children can make sense of new concepts and transfer skills across different contexts. Throughout the design process, pupils are encouraged to generate ideas, justify decisions and adapt their work, promoting independence, creativity and resilience.

Practical work is central to our implementation. Children learn how to safely and accurately use a wide range of tools, materials and equipment, selecting those most appropriate for their intended purpose. As they construct prototypes, pupils apply technical knowledge, test mechanisms or structures, and reflect on functionality and fitness for purpose. Regular opportunities for peer and self-evaluation deepen their critical thinking and help them identify strengths and areas for improvement.

To support learning, **knowledge organisers** provide clarity around key concepts, technical vocabulary and procedural knowledge. These organisers reinforce progression across year groups and act as a reference tool to strengthen retention and retrieval. Teachers use formative assessment throughout each unit to identify misconceptions, adapt teaching and ensure all pupils achieve success.

Through this structured, engaging and purposeful approach, pupils at Cooper Perry develop the confidence, competence and creativity to design, make and innovate—skills that will serve them both throughout their education and in the wider world beyond school.

Impact

At Cooper Perry, pupils understand that their learning in Design and Technology is purposeful and helps them become broadminded, kind and responsible individuals. They learn to celebrate diversity, value different perspectives and treat others with respect. By linking their work to real-world issues, children develop a clear sense of why their learning matters and how it prepares them for future success.

Assessment of Learning

Assessment is continuous throughout each unit. Retrieval strategies are used regularly to check pupils' understanding of key concepts, technical knowledge and vocabulary. These short check-ins strengthen links to prior learning and help teachers identify misconceptions and adapt teaching. Pupils are encouraged to articulate their ideas using accurate D&T terminology.

End-of-Unit Evaluations

From Year 1 to Year 6, pupils reflect on their final products through discussion or written evaluations. They consider what worked well, what they would improve and how effectively

their design met the intended purpose. Teachers use these insights to identify barriers and inform future planning.

Marking and Feedback

Feedback is primarily given 'live' during lessons. Teachers monitor independent work, provide immediate guidance and use whole-class discussions to explore alternative ideas and viewpoints. This helps pupils think like designers and inventors—creative, open-minded and reflective. High expectations for handwriting, spelling and presentation apply equally in D&T as in all other subjects.

Through consistent assessment, reflection and high-quality feedback, pupils leave D&T lessons confident in what they have achieved, aware of how they have improved and equipped to continue developing as innovative thinkers and problem-solvers.