Farsley Westroyd Primary School

Design Technology Subject Policy

Approved by: Jenny Pashley (Headteacher) Date: January 2025
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1. Purpose of the policy

This policy reflects the aims and values of Farsley Westroyd Primary School. It ensures all stakeholders, including staff, governors, parents and pupils, are working towards the same goals in design technology education.

The purpose of this policy is to:

- *Set out a framework for all teaching and non-teaching staff, giving guidance on planning, teaching and assessment in design technology*
- *Demonstrate adherence to the National Curriculum objectives and guidelines for design technology*
- *Provide clear information to parents and carers about what their children will be taught in design technology*
- *Allow the governing board to monitor the design technology curriculum*
- *Ensure consistency and continuity in design technology teaching across the school*
- *Outline our vision for design technology and how we will achieve it*
- *Support staff in delivering high-quality design technology education*
- *Foster creativity, problem-solving, and practical skills for all pupils*

This policy is available on our school website.

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2. Subject vision

At Farsley Westroyd, our intent is to build an inspiring, rigorous, and practical Design Technology curriculum that equips our pupils with the creativity and imagination necessary to design and create products that solve real and relevant problems across a variety of contexts. We encourage pupils to consider their own and others' needs, wants and values as they engage in the design process. Our aim is for all pupils to acquire the appropriate subject knowledge, skills, and understanding outlined in the National Curriculum, ensuring a strong foundation for their future learning.

We believe that design and technology play a vital role in creating the problem solvers of tomorrow and serves as an essential component of a balanced education. By fostering creativity and encouraging pupils to learn to think critically, we empower them to tackle practical problems both as individuals and as part of a team. Ultimately, we aim to prepare our pupils for later life by giving them the opportunities, responsibilities and experiences they need to succeed.

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. Design and technology provides children with opportunities to develop and extend skills and an opportunity to express their individual interests, thought and ideas.

Our Key Principles: Enjoy, Achieve, Believe, Together

Underpinning our design technology curriculum are our key school principles, which shape every aspect of teaching and learning:

ENJOY

At Farsley Westroyd, our DT curriculum aims to make learning a dynamic and enjoyable experience that sparks fun and passion in young learners. When pupils are actively engaged in hands-on projects, they become hooked on the creative process, feeling motivated to explore their ideas and bring them to life. Inclusion is key, as diverse perspectives and skills enhance collaborative projects, allowing every pupil to shine a light on their unique contributions. Through design challenges, pupils develop self-awareness and pride in their work, becoming active learners who are interested in problem-solving and innovation.

ACHIEVE

At Farsley Westroyd, DT learning focuses on helping pupils feel successful through their learning process. Pupils learn how to be effective learners, reflecting on their progress and understanding what strategies work best for them. Celebrating success – big or small – builds their confidence and reinforces positive learning behaviours, fostering an environment where pupils feel valued and motivated. This foundation nurtures a love for design technology and encourages lifelong learning.

BELIEVE

At Farsley Westroyd, DT is grounded in inspiring pupils to explore their creativity and realise their potential. Through hands-on experiences, pupils not only cultivate their technical skills but also gain a deeper understanding of the design process, reinforcing their belief that they can turn their ideas into reality. This aspirational approach to design technology nurtures a generation of thinkers and creators who are excited about the possibilities that lie ahead.

TOGETHER

At Farsley Westroyd, DT learning thrives on inclusion and diversity, creating an environment where every pupil feels valued and celebrated for their unique heritage and culture. Through collaborative projects, friendships blossom as pupils learn together, sharing ideas and resources and gathering inspiration from each other's designs. This teamwork not only enhances their creativity but also teaches the importance of cooperation and respect for different perspectives. This inclusive and collaborative atmosphere nurtures a love for design technology, empowering pupils to become active contributors to their world.

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3. Aims and outcomes

Pupils' skills and knowledge in Design Technology are developed across five key areas: structures, mechanisms, electrical systems, cooking and nutrition, and textiles. Through our curriculum, pupils engage with the design process in a meaningful and practical way, developing skills that will serve them throughout their lives.

The national curriculum for design and technology aims to ensure that all pupils:

- *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 and skills in order 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 the principles of nutrition and learn how to cook*

Subject Strands

The Design Technology National Curriculum is organised into four strands that run through every topic:

***Design** - Pupils design purposeful, functional, and appealing products for themselves and others based on specific design criteria. They generate, develop, model, and communicate their ideas through talking, drawing, templates, mock-ups, and where appropriate, information and communication technology (ICT). This strand develops pupils' ability to identify problems, consider user needs, and plan creative solutions.*

***Make** - Pupils select and use a range of tools and equipment to perform practical tasks, as well as choose from a variety of materials and components, such as construction materials, textiles, and ingredients, according to their characteristics. Through making, pupils develop technical skills, learn to work safely and accurately, and bring their designs to life.*

***Evaluate** - Pupils explore and evaluate a range of existing products, and assess their own ideas and products against set design criteria. They learn to be critical thinkers, identifying what works well and what could be improved. Evaluation is an ongoing process that informs design decisions and helps pupils refine their work.*

***Technical Knowledge** - Pupils learn to build structures, exploring how they can be made stronger, stiffer, and more stable, and how to incorporate mechanisms into their products. They develop understanding of mechanical systems, electrical systems, and the properties of materials. This knowledge underpins their practical work and enables them to make informed design decisions.*

Key Areas of Learning

Our curriculum ensures comprehensive coverage across five key areas:

- ***Structures** - Building strong, stable structures using a variety of materials and construction techniques*
- ***Mechanisms** - Understanding and creating moving parts including levers, linkages, wheels, axles, and cams*
- ***Electrical Systems** - Working with simple circuits, switches, and electrical components*
- ***Cooking and Nutrition** - Developing practical cooking skills and understanding healthy eating*
- ***Textiles** - Working with fabrics and materials to create functional and decorative items*
- ***Digital World** - Incorporating technology and digital elements into design solutions*

By the time pupils leave the school, they should be able to:

- *Design purposeful, functional, and appealing products based on design criteria*
- *Generate, develop, model and communicate their ideas through a variety of methods*
- *Select from and use a wide range of tools and equipment to perform practical tasks accurately*
- *Select from and use a wide range of materials and components according to their characteristics*
- *Evaluate their ideas and products against design criteria and consider the views of others*
- *Understand how key events and individuals in design and technology have helped shape the world*
- *Apply their understanding of how to strengthen, stiffen and reinforce 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 and apply the principles of a healthy and varied diet*
- *Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques*

- *Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed*

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4. Teaching and learning

4.1 Teaching Approach

Design Technology is taught in single and mixed-age classes by class teachers. Our curriculum is structured to provide opportunities for pupils to engage in meaningful design projects that develop their skills progressively across all key areas. Teaching ensures:

- *Clear progression of skills from EYFS through to Year 6*
- *Coverage of all National Curriculum requirements across the four strands*
- *Opportunities to design, make, and evaluate in every project*
- *Development of technical knowledge alongside practical skills*
- *Real-world contexts that make learning relevant and purposeful*
- *Links to other curriculum areas, particularly science, mathematics, computing, and art*

4.2 The Design Process

The design process is central to our approach and typically includes:

Research and Investigation

- *Exploring existing products and understanding their purpose*
- *Investigating materials, components, and techniques*
- *Considering user needs and design criteria*

Design and Planning

- *Generating ideas through discussion, sketching, and modeling*
- *Developing design proposals based on criteria*
- *Planning the making process including materials and tools needed*
- *Creating templates, patterns, or plans*

Making

- *Selecting appropriate tools, materials, and components*
- *Following plans while adapting as needed*
- *Working safely and accurately*
- *Developing technical skills through practice*
- *Problem-solving when challenges arise*

Evaluation

- *Testing products against design criteria*

- *Identifying strengths and areas for improvement*
- *Considering user feedback*
- *Reflecting on the design process and skills developed*

This iterative process encourages pupils to refine their ideas and develop resilience when facing challenges.

4.3 Lesson Structure

Design Technology lessons and projects typically include:

- *Clear introduction of the design brief and context*
- *Investigation of existing products and research*
- *Focused practical tasks (FPTs) to develop specific skills*
- *Design and planning activities*
- *Making sessions with appropriate adult support*
- *Opportunities for peer discussion and collaboration*
- *Evaluation of processes and products*
- *Reflection on learning and next steps*

The teaching of design technology might involve:

- *Whole-class teaching and demonstrations*
- *Small group practical work*
- *Individual design and making projects*
- *Hands-on exploration of materials and tools*
- *Investigation of existing products through disassembly*
- *Use of design software and digital tools*
- *Food preparation and cooking activities*
- *Visits from designers, engineers, or industry professionals*
- *Links with local businesses and organizations*

4.4 Health and Safety

Safety is paramount in all design technology teaching. Teachers ensure that:

- *Risk assessments are completed for all practical activities*
- *Pupils are taught how to use tools and equipment safely*
- *Appropriate supervision is provided during making activities*
- *Food hygiene practices are followed in cooking activities*
- *Pupils understand how to handle materials safely*
- *Equipment is well-maintained and age-appropriate*
- *The DATA (Design and Technology Association) guidance is followed*

Pupils are taught to:

- *Select appropriate tools and equipment for tasks*
- *Follow safety instructions and procedures*
- *Work carefully and considerately in shared spaces*

- *Clean and store tools and equipment properly*
- *Handle food safely and hygienically*

4.5 Cooking and Nutrition

Food education is an important part of our design technology curriculum. Pupils:

- *Learn about where food comes from and how it is produced*
- *Understand the principles of healthy eating and balanced diets*
- *Develop practical cooking skills including preparation techniques*
- *Learn about food hygiene and safety*
- *Experience cooking a variety of dishes using different techniques*
- *Understand seasonality and sustainability in food choices*
- *Make informed decisions about food and nutrition*

4.6 Differentiation and Support

While all pupils access the same curriculum content, teaching is adapted to meet individual needs through:

- *Varied levels of support and scaffolding*
- *Differentiated design briefs and success criteria*
- *Adapted tools and equipment where necessary*
- *Additional time or adult support where needed*
- *Extension opportunities for more confident designers*
- *Collaborative working to support peer learning*
- *Alternative recording methods for design ideas*

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5. Curriculum overview

Here at Farsley Westroyd Primary School, pupils will follow a design technology curriculum that gradually develops learning, the outcome being the acquisition of knowledge and skills that enable each pupil to design, make, and evaluate products that solve real problems. Pupils will develop technical knowledge and practical skills across structures, mechanisms, electrical systems, cooking and nutrition, and textiles. Children will know more, remember more and understand more about design technology.

5.1 Early Years Foundation Stage (EYFS)

In the EYFS, design technology is embedded within the Expressive Arts and Design area of learning, alongside elements of Understanding the World. Children develop their design and making skills through a combination of adult-led activities and child-initiated play.

Our EYFS activities are delivered throughout the year to ensure pupils meet the Statutory Early Learning Goals while building the foundations for Design Technology. We use Development Matters as a valuable, non-statutory supplement to further refine and support this learning journey.

Children engage with design technology through:

- *Exploring and using a variety of materials, tools and techniques*
- *Creating simple structures and joining materials*
- *Planning and making creations for a purpose*
- *Preparing simple food items (such as fruit salads or sandwiches)*
- *Talking about their ideas and how they will make them*
- *Developing fine motor skills through construction and manipulation*
- *Evaluating their creations and suggesting improvements*

These experiences foster creativity, problem-solving, and practical skills, building a strong foundation for Key Stage 1 design technology learning.

5.2 Key Stage 1

In KS1, pupils will develop their design and making skills through a range of projects. They will:

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*

Cooking and Nutrition:

- *Use the basic principles of a healthy and varied diet to prepare dishes*
- *Understand where food comes from*

The topics we teach in design technology are outlined in the long-term plan (see Appendix A). Detailed curriculum coverage can also be found on the school website.

5.3 Key Stage 2

In KS2, pupils will develop their design and making skills with increased independence and sophistication. They will:

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 and exploded 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) accurately*
- *Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities*

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 (for example, gears, pulleys, cams, levers and linkages)*
- *Understand and use electrical systems in their products (for example, series circuits incorporating switches, bulbs, buzzers and motors)*
- *Apply their understanding of computing to program, monitor and control their products*

Cooking and Nutrition:

- *Understand and apply the principles of a healthy and varied diet*
- *Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques*
- *Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed*

The topics we teach in design technology are outlined in the long-term plan (see Appendix A). Detailed curriculum coverage can also be found on the school website.

5.4 Long-Term Overview

Design Technology is taught in blocks throughout the year, with projects carefully sequenced to ensure progression and coverage of all five key areas. A detailed breakdown of our yearly curriculum coverage for each year group (Reception through Year 6) can be found in Appendix A.

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6. Cross-curricular links

Design Technology shares links with many other subjects across the curriculum, reinforcing the relevance and application of design and making skills:

- ***English**: Development of vocabulary, following and writing instructions, persuasive writing for advertising products, and presenting ideas clearly.*
- ***Mathematics**: Measuring accurately, calculating quantities, understanding scale, working with 2D and 3D shapes, and data handling when evaluating products.*
- ***Science**: Understanding properties of materials, electrical circuits, forces and motion, nutrition and health, and applying scientific knowledge to practical problems.*
- ***Computing**: Using computer-aided design software, programming and control, researching products and techniques, and presenting work digitally.*
- ***Art and Design**: Exploring aesthetics, colour, texture, and form, understanding the relationship between function and appearance, and drawing and sketching skills.*
- ***Geography**: Understanding where food and materials come from, considering environmental sustainability, and designing for different climates and contexts.*
- ***History**: Learning about technological developments through time, famous designers and inventors, and how design reflects cultural and historical contexts.*
- ***PE**: Understanding the human body and ergonomics, designing for movement and comfort, and the role of nutrition in health and fitness.*
- ***PSHE**: Making healthy food choices, considering the needs of others, working collaboratively, and understanding consumer choices and sustainability.*
- ***SMSC**: Considering ethical issues in design and manufacturing, appreciating the impact of technology on society, understanding different cultural approaches to design, and reflecting on environmental responsibility.*

These cross-curricular links ensure that pupils see design technology as interconnected with other areas of learning and relevant to understanding the wider world.

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7. Assessment and recording

7.1 Assessment

Farsley Westroyd uses assessment to enable staff to understand what pupils have learnt before, what they need to learn now and what they will learn next in design technology.

Formative Assessment

Formative design technology assessment is ongoing and will be used to inform teachers in relation to their planning, lesson activities and differentiation. Teachers continuously assess pupils' progress through:

- *Observation during design and making activities*
- *Discussion with pupils about their ideas, processes, and products*
- *Review of design work, plans, and sketches*
- *Analysis of making skills and technical knowledge*
- *Assessment of pupils' ability to evaluate their own and others' work*

- *Understanding of health and safety practices*
- *Application of cooking and nutrition knowledge*

This information informs planning and allows teachers to identify pupils who need additional support or challenge, ensuring all pupils can progress in their design technology capabilities.

Summative Assessment

Summative assessment is completed at key points throughout the year:

- *End of project assessments across the four strands (Design, Make, Evaluate, Technical Knowledge)*
- *Annual teacher assessment against National Curriculum objectives*
- *EYFS baseline and end of year assessments against Early Learning Goals*

Pupils' attainment in design technology is assessed against National Curriculum objectives. At the end of each school year, pupils will be assessed as:

- *Pre-Key Stage (PKS)*
- *Working Towards the expected standard (WT)*
- *Working at the Expected standard (EXP)*
- *Working at Greater Depth (GDS)*

Assessment in design technology considers:

- *Quality of design work and communication of ideas*
- *Selection and use of appropriate tools, materials, and techniques*
- *Technical skills and accuracy in making*
- *Application of technical knowledge*
- *Ability to evaluate products and processes*
- *Understanding of health, safety, and hygiene*
- *Knowledge of cooking and nutrition (where applicable)*
- *Creativity and problem-solving abilities*

Moderation and Standards

Teachers meet regularly to moderate work and ensure consistency in judgements. Assessment data is analysed to identify trends, celebrate successes, and plan support where needed. The design technology leader works with staff to ensure accurate assessment and maintain high standards.

Feedback

Children receive regular verbal feedback during lessons and through discussion of their work. Written feedback may be provided where appropriate, following the school's marking and feedback policy. Feedback focuses on:

- *Specific skills and techniques demonstrated*
- *How well products meet design criteria*
- *Problem-solving approaches and resilience*
- *Quality of evaluation and reflection*

- *Areas for development in future projects*

7.2 Recording

In design technology, pupils will record their learning in the following ways:

- *Design work including sketches, plans, and annotated diagrams*
- *Photographs of making processes and finished products*
- *Written evaluations and reflections*
- *Videos documenting making processes or product testing*
- *Design technology books or folders*
- *Digital designs and presentations*
- *Recipe cards and cooking journals (for food projects)*
- *Reception - Individual Learning Journey*

Recording methods are adapted to suit the nature of the project and the needs of individual pupils. The emphasis is on documenting the design process and development of ideas rather than just finished products.

7.3 Reporting

Parents receive regular updates on their child's progress in design technology through:

- *Termly parents' evenings*
- *Annual written reports including progress against National Curriculum objectives*
- *Design technology exhibitions and events where products are displayed*
- *Ongoing communication as needed*

Further information can be found in our assessment policy and marking and feedback policy.

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8. Resources

8.1 Materials and Equipment

The school maintains a comprehensive range of design technology materials and equipment including:

Tools and Equipment:

- *Cutting tools (scissors, saws, craft knives with safety measures)*
- *Joining materials (glue guns, PVA glue, tape, fasteners)*
- *Measuring equipment (rulers, tape measures, templates)*
- *Shaping tools (files, sandpaper, modeling tools)*
- *Construction equipment (hand drills, hole punches)*
- *Sewing equipment (needles, pins, fabric scissors)*
- *Cooking equipment (mixing bowls, measuring spoons, utensils, electrical equipment)*

Materials:

- *Construction materials (card, wood strips, dowels, plastic components)*
- *Textiles (fabrics, threads, wool, felt, buttons, zips)*
- *Joining materials (fasteners, split pins, treasury tags, string)*
- *Decorative materials (paints, papers, embellishments)*
- *Recycled and reclaimed materials*
- *Food ingredients for cooking projects*

Safety Equipment:

- *Aprons and protective clothing*
- *Safety rulers and cutting mats*
- *First aid equipment*
- *Hygiene supplies for food work*

The design technology coordinator maintains an inventory of resources and ensures materials and equipment are regularly audited, maintained, and replaced as necessary. Tools and equipment are stored safely and appropriately.

8.2 Digital Resources

We utilize appropriate digital tools to support design technology learning, including:

- *Computer-aided design (CAD) software*
- *Research resources and product databases*
- *Instructional videos and demonstrations*
- *Digital photography for documentation*
- *Online recipe resources and nutritional information*

8.3 External Resources and Enrichment

We enhance our design technology curriculum through:

- *Visits from designers, engineers, and industry professionals*
- *Links with local businesses and manufacturers*
- *Participation in design competitions and challenges*
- *Visits to museums, design centers, or production facilities*
- *Collaboration with secondary school design technology departments*
- *Engagement with STEM initiatives and organizations*
- *Parent and community involvement in projects*

These experiences broaden pupils' understanding of design technology and help them see the relevance of their skills in the real world and future careers.

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9. Roles and responsibilities

9.1 Headteacher

The headteacher at our school will:

- *Support the design technology subject leader but also hold them to account for the effectiveness of the subject*
- *Support staff through the provision of training and resources*
- *Monitor the planning and delivery of design technology across the school*
- *Ensure the requirements of the National Curriculum are met*
- *Ensure this policy is reviewed according to the timescales set out*
- *Promote the importance of design technology across the school community*
- *Ensure adequate resources and facilities are available*
- *Support the celebration and display of pupils' design technology work*

9.2 Subject Leader

The design technology subject leader at our school will:

- *Prepare and review the design technology subject policy and curriculum plans*
- *Promote the study of design technology throughout the school*
- *Monitor the teaching and assessment of design technology through learning walks, work scrutiny, and data analysis*
- *Attend appropriate CPD and stay informed regarding developments in design technology education*
- *Evaluate and maintain design technology resources, materials, and equipment*
- *Provide training and CPD to staff on the design technology curriculum and its delivery*
- *Assess the impact of the design technology curriculum on pupils' learning and development*
- *Make presentations to governors on design technology and how it is being taught*
- *Coordinate design technology exhibitions, competitions, and enrichment opportunities*
- *Ensure health and safety guidance is followed and risk assessments are in place*
- *Develop partnerships with businesses, designers, and industry professionals*
- *Celebrate design technology achievements across the school*

Design Technology Subject Leader: *Helen Wager*

9.3 Link Governor

The link governor responsible for design technology at our school will:

- *Monitor the impact of design technology across the school and on pupils*
- *Monitor teacher workload and professional development in relation to design technology*
- *Ensure design technology action plans are suitable*
- *Monitor the quality of design technology resources and equipment*
- *Keep track of pupil and parent engagement with design technology*
- *Keep up to date with the design technology curriculum (what's taught, why it's taught, and how it's taught)*
- *Meet regularly with the subject leader to discuss progress and priorities*
- *Attend design technology events and celebrate pupils' achievements*

9.4 Classroom Teacher

Classroom teachers at our school will:

- *Teach and assess design technology according to the principles laid out in this policy*
- *Report to the subject leader on standards and pupil progress*
- *Maintain subject knowledge through appropriate CPD*
- *Plan engaging and challenging design technology projects*
- *Provide opportunities for designing, making, and evaluating*
- *Use assessment to inform teaching and identify pupils requiring support or extension*
- *Create a safe environment where pupils can work practically*
- *Ensure health and safety procedures are followed during all practical work*
- *Communicate with parents about their child's progress in design technology*
- *Complete risk assessments for practical activities*
- *Display pupils' work to celebrate achievement and inspire others*

9.5 Parents

The parent community at our school will:

- *Support their children's design technology learning and creativity at home*
- *Encourage a positive attitude towards design and making*
- *Ensure their children are prepared for learning*
- *Communicate with school if their child is experiencing difficulties*
- *Engage with school events such as design technology exhibitions*
- *Support safe use of tools and equipment in home learning where appropriate*
- *Celebrate their children's design technology achievements*

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10. Inclusion

Teachers set high expectations for all pupils in design technology. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- *More able pupils*
- *Pupils with low prior attainment*
- *Pupils from disadvantaged backgrounds*
- *Pupils with special educational needs (SEN)*
- *Pupils with English as an additional language (EAL)*

We recognize the diverse needs of our learners and adapt our teaching to ensure all pupils can access and enjoy design technology. The practical and creative nature of design technology makes it particularly accessible and engaging for all learners.

Supporting All Learners

We provide appropriate support and adaptations to enable all students to access and enjoy design technology, including:

- *Differentiated design briefs and success criteria to suit varying abilities*
- *Use of visual aids, demonstrations, and step-by-step instructions*
- *Adapted tools and equipment to suit physical needs*
- *Additional time and support where required*
- *Alternative methods of recording design ideas (verbal, photographic, digital)*
- *Simplified or more complex technical challenges as appropriate*
- *Peer support and collaborative working opportunities*
- *Liaison with the SENCO and external agencies where necessary*
- *Pre-teaching of key vocabulary and techniques*

Teachers will plan lessons so pupils with SEN and/or disabilities can study design technology, wherever possible, and ensure that there are no barriers to every pupil achieving. The hands-on, practical nature of design technology provides excellent opportunities for all pupils to demonstrate their capabilities and creativity.

Enrichment and Challenge

We provide opportunities to extend and enrich the design technology experiences of all pupils through:

- *Open-ended design briefs that allow for personal interpretation*
- *Extended projects and independent investigations*
- *More complex technical challenges and constraints*
- *Leadership opportunities (Design Technology Ambassadors)*
- *Entry into competitions and community projects*
- *Links with designers, engineers, and industry professionals*
- *Advanced techniques and use of specialized equipment*
- *Opportunities to mentor younger pupils*

Teachers will also take account of the needs of pupils whose first language is not English. The practical and visual nature of design technology supports language development, and pupils are encouraged to use making and creating as a means of communication and expression.

Celebrating Diversity

Our design technology curriculum ensures that all pupils, regardless of background, can see themselves represented and celebrated. We achieve this by:

- *Exploring products and designs from different cultures and contexts*
- *Considering diverse user needs in design briefs*
- *Showcasing designers and engineers from various backgrounds*
- *Valuing all pupils' creative contributions and ideas*
- *Providing contexts relevant to pupils' lives and experiences*
- *Creating an inclusive environment where all design solutions are valued*

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

11. Links to other policies

This design technology policy links to the following policies and procedures:

- *Curriculum Policy*
- *Assessment Policy*
- *Marking and Feedback Policy*
- *SEN Policy and Information Report*
- *Teaching and Learning Policy*
- *Equal Opportunities Policy*
- *Behaviour Policy*
- *Health and Safety Policy*
- *Food Policy (if applicable)*
- *Equality Information and Objectives Statement*

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12. Monitoring and review

This policy will be monitored through:

- *Learning walks and lesson observations by the subject leader and senior leadership team*
- *Work scrutiny including design work and photographs of products*
- *Pupil voice activities and discussions about design technology*
- *Analysis of assessment data and pupil progress*
- *Review of project outcomes and exhibitions*
- *Monitoring of health and safety procedures*
- *Governor monitoring visits*
- *Staff feedback and consultation*
- *Evaluation of curriculum coverage and progression*

The policy will be reviewed annually by the design technology subject leader in consultation with staff and governors, or sooner if required due to changes in legislation, curriculum requirements, health and safety guidance, or school circumstances.

Policy Date: *January 2025*
Review Date: *January 2026*
Subject Leader: *Helen Wager*
Headteacher: *Jenny Pashley*
Chair of Governors: *Jo Boyne*

Appendix A: Design Technology Long Term Plan (2025-2026)

Design Technology is taught in blocks throughout the year, with projects carefully sequenced to ensure progression and coverage of all five key areas: Structures, Mechanisms, Electrical Systems, Cooking and

Nutrition, and Textiles. Additional coverage includes Digital World projects that incorporate technology and computing skills.

Year Group	Autumn	Spring	Summer
EYFS	*Our EYFS activities are delivered throughout the year to ensure pupils meet the Statutory Early Learning Goals while building the foundations for Design Technology. We use Development Matters as a valuable, non-statutory supplement to further refine and support this learning journey. Activities include exploring materials and tools, creating simple structures, preparing food, and developing making skills through play and purposeful activities.*		
Year 1	**Textiles:** *Puppets*	**Cooking & nutrition:** *Smoothies*	**Structures:** *Constructing a windmill*
Year 2	**Structures:** *Baby Bear's chair*	**Mechanisms:** *Making a moving monster*	**Mechanisms:** *Fairground wheel*
Year 3	**Cooking and nutrition:** *Eating seasonally*	**Structures:** *Constructing a castle*	**Digital world:** *Wearable technology*
Year 4	**Structure:** *Pavilions*	**Mechanical systems:** *Making a slingshot car*	**Electrical systems:** *Torches*
Year 5	**Electrical systems:** *Doodlers*	**Mechanical systems:** *Making a pop-up book*	**Cooking & Nutrition:** *Developing a recipe*
Year 6	**Textiles:** *Waistcoats*	**Structures:** *Playgrounds*	**Digital world:** *Navigating the world*

Key Features of the Long Term Plan:

- **Comprehensive Coverage:** *Each year group experiences a variety of design technology disciplines, ensuring broad and balanced skill development across structures, mechanisms, electrical systems, cooking and nutrition, textiles, and digital world*
- **Progressive Learning:** *Projects build on prior knowledge and skills, with increasing complexity and technical challenge as pupils progress through the school*
- **Four Strands Integration:** *All projects incorporate Design, Make, Evaluate, and Technical Knowledge strands throughout the design and making process*
- **Real-World Contexts:** *Projects are set within meaningful contexts that relate to pupils' lives and interests, encouraging them to consider user needs and solve authentic problems*
- **Skill Development:** *Each project develops specific technical skills and knowledge while also building broader capabilities in creativity, problem-solving, and critical thinking*
- **Balanced Curriculum:** *The sequence ensures pupils experience different types of projects across the year, maintaining engagement and developing a wide range of design technology competencies*