Our school nurtures curiosity and creativity through an inspiring, broad and engaging curriculum, where learning is at the heart of all that we do. Children at Reedley learn to become resilient and self-assured in a safe environment where challenge is key. Team Reedley is encouraged to thrive and achieve as individuals, preparing them for their role as caring and active citizens in modern Britain.

Reedley Primary School
Curricular Policy for
Design and Technology

Contents

1. How Pupils Learn Design and Technology.....
2. Planning the Design and Technology Curriculum .....
3. Teaching Styles, Classroom Organisation and Time Allocation.....
4. Resources .....
5. Equal Opportunities.....
6. Developing Spiritual, Moral, Social and Cultural Education .....
7. Assessment and Record Keeping .....
8. Monitoring Arrangements.....

How pupils learn Design and Technology

Through a variety of creative and practical activities, pupils are taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making through our whole-school five-part Design Cycle. Our approach embeds the six principles of design: user, purpose, functionality, design decisions, innovation, and authenticity. We aim to develop confident, resourceful, and capable citizens who see the relevance of DT in everyday life.

From EYFS to Year 6, we provide real-world contexts and community-linked experiences that support pupils in seeing the value of DT beyond the classroom. For example, projects From EYFS to Year 6, we provide real-world contexts and community-linked experiences that support pupils in seeing the value of DT beyond the classroom. Projects are enhanced by opportunities such as LEGO engineering workshops, designing products for school events, visitors, educational visits, and other purposeful community links.

We celebrate diversity in design and encourage pupils to draw inspiration from a range of innovators across time, cultures, and disciplines. Pupils are encouraged to articulate their thinking, reflect on their process, and adapt their designs as they develop.

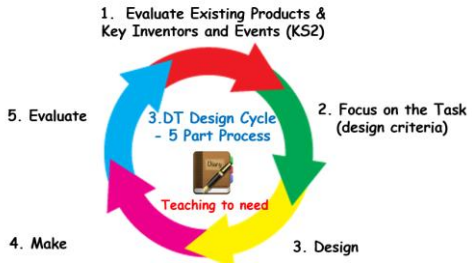
Planning the Design and Technology Curriculum

To ensure high standards of teaching and learning in Design and Technology, Reedley has implemented a curriculum that is progressive, inclusive, and rich in real-world connections.

Teachers begin by referring to the Design and Technology Progression Map and Knowledge, Skills and Concept Map, which ensure coverage of all DT strands across the school (food technology, structures, textiles, mechanisms, electrical systems, and computer-aided design). These documents outline skill progression, key vocabulary, and concepts, and identify relevant innovators to explore with pupils.

Before starting a unit, teachers assess prior knowledge and key skills (e.g. practising threading a needle or using joining materials). Pre-teaching of technical vocabulary is expected, particularly to support EAL and SEND learners. Teachers may also use the 'Teaching Backwards' document to support enquiry-led learning and Knowledge Organisers to reinforce key vocabulary and concepts.

Whole school approach of the planning and delivery of the 'DT Design Cycle'



All planning follows a consistent 5-part DT design cycle:

- Evaluate existing products and key inventors (KS2)
- Focus on the task (design criteria and technical knowledge)
- Design (including prototypes and age-appropriate technical drawings)
- Make (with recorded edits during the process)
- Evaluate (against user needs and design criteria)

Teachers use a shared planning format that explicitly references each stage of the cycle. CPD and staff meetings support colleagues in embedding the iterative process through purposeful editing, use of green pen annotations, and visible prototyping. Pupil-friendly visuals of the design cycle are displayed in classrooms and referenced throughout teaching.

Real-world and community links are embedded across the school. Each year group plans at least one DT project each year with a purposeful real-world or community context. These expriences enrich learning, enhance cultural capital, and strengthen the subject's relevance for pupils.

Adaptations for SEND pupils are planned into every project. Strategies include pre-teaching vocabulary, alternative recording methods (e.g. choice cards, diagrams, supported scribing), scaffolded design templates, and material substitutions and adult scaffolding to ensure all children can access and enjoy success within the full design cycle.

Teaching styles, classroom organisation and time allocation

The teaching styles used will ensure active learning by including the children in discussions, investigations and problem-solving activities. Teachers ensure that the pupils apply their knowledge and understanding when developing ideas, planning and making products and then evaluating them. Pupils critically evaluate existing products, their own work and that of others, identifying strengths and areas for development in a positive way. They have the opportunity to use a wide range of materials and resources, including ICT. At appropriate points throughout the project, including the end of lessons where appropriate, pupils reflect on their learning and record their progress in their Theme books.

We organise the learning through a mixture of whole-class teaching and individual/group activities. Within lessons, we give children the opportunity both to work on their own and to collaborate with others, listening to other children's ideas and treating these with respect. A Design and Technology project will be blocked for example, a week of afternoon sessions or throughout two school days.

Resources

Our school has shared resources to support the teaching of Design and Technology across the school. This specialised equipment is stored in the staff room, work room and in the school office. Teachers will be responsible for the ordering and management of the resources and equipment for their class projects. The subject leader will order resources if there is a shared whole school project.

Health and Safety

The general teaching requirement for health and safety applies in this subject and staff should refer to the health and safety policy. For use of equipment that is not covered within the Health and Safety Policy staff should use the CLEAPSS guidance on how to use equipment in the classroom. We teach children how to follow proper procedures for food safety and hygiene.

To ensure the safe use of tools and equipment, it is important that teachers are confident when using them, so that they can correctly demonstrate their use. All pupils should be clear on the intended use of the tools. An annual inspection of resources/equipment will be made by the subject leader to ensure the safety of the tools.

It is the responsibility of teachers to teach the safe use of tools and equipment and insist on good practice. Pupils will be taught to collect and return tools and equipment safely; follow clear instructions; only move around the room when necessary; and wear safety equipment whenever necessary.

Knives used in cooking are kept in the school office in a locked cupboard and children in KS1 and KS2 may use these under direct supervision. Low temperature glue guns may be used by children in Years 1 to 6, as long as this is limited to small groups and is under direct adult supervision. Hot glue guns are to be used by teaching staff/adults only. The teacher will be responsible for the health and safety of themselves, classroom assistants and pupils within their class.

Equal Opportunities

At Reedley we teach Design and Technology to all pupils regardless of their needs and consider the targets set out for children in their Individual Education Plans. Teachers make provisions that enable all pupils to make progress through setting suitable learning challenges, responding to the diverse needs of pupils and overcoming potential barriers to learning. Teachers assess pupils against the school's Design and Technology assessment criteria, informed by the National Curriculum.

Developing Spiritual, Moral, Social and Cultural Education within Design Technology

The teaching of Design and Technology offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons.

Our groupings allow children to work together and give them the chance to discuss their ideas and feelings about their own work and the work of others. Through their collaborative and co-operative work across a range of activities and experiences in design and technology, the children develop respect for the abilities of other children and a better understanding of themselves. They also develop a respect for the environment, for their own health and safety and for that of others. They develop their cultural awareness and understanding, and they learn to appreciate the value of differences and similarities.

A variety of experiences teaches them to appreciate that all people are equally important, and that the needs of individuals are not the same as the needs of groups.

Assessment and Record keeping

Teachers in each year group are required to assess attainment at the end of each term for each child. Teachers assess pupils at the end of each term using the school's Design and Technology assessment statements. Judgements are made across the five curriculum areas: Design, Technical Knowledge, Make, Evaluate and Cooking. Teachers use the judgements Below, Just Below, Expected and Above to record attainment on Insight.

Monitoring Arrangements

Monitoring takes place termly and includes planning scrutiny, book looks, learning walks, pupil voice interviews and discussions with staff.

Reviewed: July 2026
Next review: July 2027