



Design and Technology Policy

Introduction

This policy sets out the vision, aims, and practical arrangements for delivering high-quality design and technology (D&T) education at Phoenix Infant School. It is informed by the 2014 National Curriculum for England and reflects the expectations of the national inspectorate, ensuring that all pupils experience an ambitious, inclusive, and coherently planned D&T curriculum. The policy applies to all staff and pupils, including those in mixed year groups, and is designed to promote creativity, technical skills, and problem-solving within a safe and supportive environment.

Aims

- To develop pupils' creativity, technical and practical expertise, enabling them to perform everyday tasks confidently.
- To ensure all pupils design, make, and evaluate products for a range of contexts, building independence and reflective skills.
- To foster curiosity, resilience, and collaborative working through hands-on, engaging projects.
- To provide opportunities for pupils to acquire and apply technical knowledge, including understanding structures, mechanisms, and basic nutrition.
- To promote safe and respectful use of tools, materials, and equipment.
- To ensure all pupils, including those with SEND and EAL, access a broad, balanced, and ambitious D&T curriculum.
- To contribute to pupils' personal development, cultural capital, and understanding of the designed world.

Curriculum Coverage

The design and technology curriculum is broad and balanced, encompassing:

- **Design:** Generating, developing, and communicating ideas through discussion, drawing and working together.
- **Make:** Selecting and using a variety of tools, equipment, materials, and components safely and effectively to assemble, join, and combine.
- **Evaluate:** Exploring and evaluating existing products; reflecting on and evaluating their own ideas and finished products against criteria.
- **Technical Knowledge:** Building and testing structures for strength and stability; understanding and using simple mechanisms such as levers, sliders, wheels, and axles.
- **Cooking and Nutrition:** Learning about healthy, varied diets; preparing simple dishes safely and hygienically; understanding the origins of food.
- **Cross-Curricular Links:** Integrating D&T with science, mathematics, art, and literacy to reinforce and extend learning where appropriate.
- **Real-World Contexts:** Projects linked to pupils' lives, sustainability, and the local community, including visits or engagement with local industry where possible.

Curriculum Implementation

- **Planning:** The D&T curriculum is coherently sequenced to ensure progression in knowledge and skills across all year groups, including mixed year classes. Long-term and medium-term plans outline clear objectives, vocabulary, and assessment opportunities.
- **Teaching Approaches:**
 - Emphasis on practical, hands-on learning and active pupil engagement.
 - Use of the iterative design process: plan, make, test, evaluate, and refine.
 - Real-life contexts and open-ended challenges to promote independence and creativity.
 - Visual aids, templates, and modelling to scaffold learning, particularly for younger or less experienced pupils.
 - Differentiation through task adaptation, resource provision, and targeted support.
 - Collaborative learning, encouraging teamwork and peer support.
- **Resources:**
 - Age-appropriate tools, materials, and equipment, regularly audited for safety and suitability.
 - Displays and portfolios to celebrate and evidence a range of D&T experiences. Learning will also be celebrated through Seesaw.
 - Access to ICT and digital tools to support design and communication.

Assessment

- **Formative Assessment:**

- Ongoing observation and questioning during lessons to inform next steps.
- Feedback focused on the design process, practical skills, and reflective evaluation.
- Use of annotated photographs in floor books, pupil voice, and work samples to capture progress.
- **Summative Assessment:**
 - Teacher assessment against end-of-Key Stage 1 attainment targets.
 - Evidence collated in individual books, floor books and/or Seesaw.
 - Regular moderation to ensure consistency and accuracy across classes and year groups.
- **Reporting:**
 - Progress in D&T communicated to parents/carers through reports and discussions.
 - Outcomes shared with pupils to celebrate achievement and set targets for improvement.

Roles and Responsibilities

Role	Responsibilities
Headteacher	Overall responsibility for D&T provision, policy implementation, and resourcing.
D&T Subject Leader	Curriculum planning, monitoring progression, leading CPD, and auditing resources.
Class Teachers	Planning and delivering D&T lessons, assessing progress, ensuring inclusion and safety.

Support Staff	Assisting with practical activities, supporting individual pupils, maintaining safety.
Pupils	Engaging in D&T activities, using tools safely, collaborating, and reflecting on learning.
Parents/Carers	Supporting learning at home, providing consent for food activities, engaging with D&T events.

Inclusion

- Tasks and resources are adapted to ensure all pupils, including those with SEND and EAL, can access and succeed in D&T.
- Reasonable adjustments are made in line with individual needs, such as adapted tools, visual supports, or additional adult support.
- Collaborative and peer-supported activities foster inclusion and confidence.
- Curriculum content avoids gender stereotyping and reflects diverse cultures, backgrounds, and abilities.
- Pupil voice is valued, with opportunities for all to contribute ideas and evaluate outcomes.

Professional Development

- All staff have access to regular, high-quality CPD focused on D&T subject knowledge, pedagogy, and health and safety.
- The D&T subject leader attends relevant training and disseminates best practice to colleagues.
- Staff are supported to reflect on and develop their practice through peer observation, coaching, and sharing of resources.

- Induction for new staff includes D&T curriculum expectations, safe practice, and inclusion strategies.

Monitoring and Review

- The D&T subject leader monitors planning, teaching, and outcomes through lesson observations, work scrutiny, and pupil discussions.
- Regular audits of resources, health and safety procedures, and curriculum coverage are conducted.
- Assessment data is reviewed to identify strengths, gaps, and areas for development.
- Feedback from staff, pupils, and parents/carers informs ongoing improvement.
- The policy is reviewed annually, or sooner if required by changes in statutory guidance or school priorities.