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2026



# Design & Technology (DT) Policy

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| Approved by Governors: | May 2026 |
| For Review:            | May 2028 |

The School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

## Baldwins Gate CE Primary School

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# 1. Vision and Rationale

At Baldwins Gate CE Primary School, we recognise the important role Design and Technology plays in preparing children for life in an ever-changing technological world. Through a broad, balanced and ambitious curriculum, pupils are encouraged to become creative thinkers, innovative problem-solvers and confident designers who can identify needs, generate ideas and create purposeful solutions.

Design and Technology provides opportunities for pupils to combine practical skills with creativity, technical knowledge and critical thinking. Through designing, making, testing and evaluating products, pupils develop resilience, independence and confidence whilst learning how products and technologies shape the world around them.

Our curriculum enables pupils to work within meaningful and relevant contexts, drawing upon learning from a range of disciplines including mathematics, science, computing, engineering, art and the humanities. Through this approach, pupils gain an understanding of how knowledge and skills can be applied to solve real-world problems and improve everyday life.

As a Church of England school, our vision of 'letting your light shine' is reflected within our Design and Technology curriculum. **We encourage pupils to recognise and develop their God-given creativity and talents through designing, making and evaluating products that meet the needs of others.** Through the design process, pupils learn the value of **love, joy and perseverance**, understanding that successful outcomes often develop through reflection, resilience and continuous improvement.

We are committed to ensuring that every child, regardless of background, need or ability, has access to high-quality Design and Technology experiences which inspire curiosity, creativity and achievement.

Our Design and Technology curriculum is closely aligned with the wider aims of the school curriculum by:

- promoting creativity, innovation and problem-solving;
- developing resilience, independence and confidence;
- enabling pupils to apply knowledge and skills in meaningful contexts;
- encouraging critical thinking, evaluation and reflection;
- promoting responsible decision-making, sustainability and **stewardship**;
- supporting pupils to understand how design and technology influence everyday life;
- preparing pupils for future learning, employment and participation in a rapidly changing world.

# 2. Curriculum Intent

At Baldwins Gate CE Primary School, our Design and Technology curriculum aims to:

- provide a broad, balanced and ambitious curriculum which develops creativity, technical knowledge and practical skills;
- ensure pupils progressively develop the knowledge, understanding and skills required to engage successfully in the design process;
- enable pupils to design and make products that solve real and relevant problems within a variety of contexts;
- develop pupils' ability to research, generate ideas, model, make, test, evaluate and refine products;
- ensure pupils understand how key developments in design, engineering, manufacturing and technology have shaped the modern world;
- provide opportunities for pupils to work with a range of materials, tools, equipment and technologies safely and effectively;
- develop understanding of structures, mechanisms, textiles, electrical systems, programming and cooking and nutrition;
- promote creativity, innovation and enterprise through practical experiences;
- encourage pupils to consider sustainability, responsible use of materials and the environmental impact of products;
- develop resilience and perseverance through an iterative process of designing, testing and improving;
- prepare pupils for future learning and life by developing skills valued within a wide range of industries and professions.

### 3. Curriculum Implementation

At Baldwins Gate CE Primary School, Design and Technology is delivered through a broad, balanced and progressive curriculum which enables all pupils to develop the knowledge, understanding and practical skills required to become successful designers and makers. Through carefully sequenced learning opportunities and high-quality teaching, pupils progressively develop creativity, technical knowledge and confidence whilst learning how products are designed, manufactured and improved.

The curriculum provides opportunities for pupils to work as designers, engineers, architects, programmers, chefs and innovators, enabling them to understand how creativity, innovation and technology shape, change and advance the modern world.

#### 3.1 Curriculum Design and Progression

Design and Technology is taught through discrete units and focused blocks of learning across the academic year, enabling pupils to develop subject-specific knowledge and skills in depth.

The school currently uses Plan Bee to support curriculum planning and progression. This provides a structured framework which supports the delivery of National Curriculum requirements whilst allowing teachers to make meaningful links to wider curriculum themes and topics.

The curriculum is carefully sequenced to ensure pupils progressively develop knowledge, understanding and practical skills from EYFS through to Year 6. Learning builds upon prior

knowledge and provides opportunities for pupils to revisit and apply previously taught concepts, enabling them to know more and remember more over time.

Pupils develop understanding and skills across key areas of Design and Technology including:

- structures;
- mechanisms and mechanical systems;
- textiles;
- programming and electronics;
- cooking and nutrition.

Throughout the curriculum, pupils engage in an iterative design process which includes:

- researching and investigating existing products;
- identifying needs and design criteria;
- generating and communicating ideas;
- selecting materials and tools;
- making and constructing products;
- testing and evaluating outcomes;
- refining and improving designs.

In the Early Years Foundation Stage, children begin developing the foundations of Design and Technology through exploration, construction, problem-solving, imaginative play and practical experiences. Opportunities are provided for children to design, create, build, evaluate and improve within both indoor and outdoor learning environments.

#### **[OPTIONAL OUTDOOR LEARNING REFERENCE]**

Where appropriate, pupils may apply design and problem-solving skills through outdoor learning and wider curriculum experiences, providing meaningful opportunities to test ideas and develop practical solutions within real-world contexts.

## **3.2 Teaching and Learning**

Teachers deliver Design and Technology lessons which are engaging, practical and appropriately challenging for all pupils.

Lessons are carefully planned to:

- build progressively on prior learning;
- develop creativity, problem-solving and technical understanding;
- encourage pupils to take risks and learn from mistakes;
- provide opportunities for pupils to work independently and collaboratively;
- develop practical skills through the safe use of tools, equipment and materials;
- support pupils in applying knowledge from other curriculum areas;
- encourage reflection, evaluation and continuous improvement;
- develop understanding of how products are designed, made and improved.

Teachers use modelling, questioning, discussion and feedback to support pupils' learning and deepen understanding. Practical demonstrations are used to develop technical knowledge and ensure pupils use tools, equipment and materials safely and effectively.

Pupils are encouraged to communicate their ideas through discussion, sketches, annotated diagrams, prototypes and digital technologies where appropriate. Opportunities are provided for pupils to evaluate existing products and consider how design decisions influence function, purpose and user experience.

Through Design and Technology, pupils develop resilience by recognising that successful products are rarely achieved on the first attempt. The iterative design process encourages pupils to test, evaluate and refine their ideas, helping them to become reflective and resourceful learners.

**Pupils are encouraged to demonstrate perseverance when facing challenges, show respect for the ideas and contributions of others, and recognise how their creativity can be used in service of their communities and the wider world.**

### 3.3 Inclusion and Adaptive Practice

At Baldwins Gate CE Primary School, we believe Design and Technology should be accessible, engaging and enjoyable for every child.

Teachers adapt learning to ensure all pupils, including those with SEND, additional needs or physical difficulties, are able to participate successfully and make progress within Design and Technology.

Adaptive approaches may include:

- modifying tools, equipment or materials;
- adapting tasks and levels of challenge;
- providing scaffolded design templates and planning frameworks;
- using visual prompts, models and practical demonstrations;
- varying groupings and levels of adult support;
- providing alternative methods for recording and presenting ideas;
- allowing additional time for designing, making and evaluating.

Teachers maintain high expectations for all pupils and ensure that activities provide both support and challenge where appropriate.

The school aims to ensure that all pupils experience success, achievement and enjoyment within Design and Technology regardless of their starting points, abilities or backgrounds.

### 3.4 Assessment

Assessment in Design and Technology is ongoing and informs future teaching and learning.

Teachers use formative assessment strategies including:

- observation of practical skills;
- questioning and discussion;

- review of design work and planning;
- evaluation of finished products;
- pupil reflection and self-assessment;
- assessment against progression objectives.

Assessment focuses upon pupils' ability to:

- investigate and research design problems;
- generate and communicate ideas;
- select and use appropriate tools, materials and components;
- apply technical knowledge and understanding;
- evaluate products and identify improvements;
- apply learning within different contexts.

Pupils are encouraged to reflect upon their own work and consider how designs can be refined and improved. Assessment supports teachers in identifying next steps and ensuring progression in both knowledge and practical skills.

## 3.5 Cooking and Nutrition

Cooking and Nutrition forms an important part of the Design and Technology curriculum.

Through planned curriculum units, pupils develop an understanding of healthy eating, food preparation and nutrition. They learn where food comes from, how to prepare food safely and hygienically, and how to make informed choices which contribute to healthy lifestyles.

Additional opportunities to develop cooking skills may be provided through enrichment activities and extra-curricular clubs.

## 3.6 Enrichment and Real-World Application

The school values the importance of providing pupils with opportunities to apply their Design and Technology learning in meaningful and relevant contexts.

Where appropriate, Design and Technology units are linked to wider curriculum themes and real-world challenges, enabling pupils to understand the purpose and application of their learning.

Pupils are encouraged to explore how designers, engineers, inventors, architects and manufacturers have influenced society through innovation and creativity. They learn about significant individuals, products and technological developments that have helped to shape the world around them.

The curriculum promotes awareness of sustainability and environmental responsibility. Pupils are encouraged to consider material choices, product lifespan, recycling and the environmental impact of design decisions.

**Through developing an understanding of sustainability and stewardship, pupils are encouraged to consider how thoughtful design can contribute positively to the future of their communities and the wider world.**

The school seeks to provide opportunities for pupils to experience Design and Technology beyond the classroom through practical projects, themed learning opportunities, enrichment activities and wider curriculum experiences where appropriate.

## **4. Impact**

The impact of our Design and Technology curriculum is that pupils leave Baldwins Gate CE Primary School as creative, confident and resilient learners who are able to apply knowledge and skills to solve problems and meet real-world needs.

Pupils will:

- develop creativity, imagination and innovation;
- demonstrate confidence when designing, making and evaluating products;
- understand how design and technology influence everyday life;
- apply technical knowledge and practical skills across a range of contexts;
- communicate ideas effectively using appropriate vocabulary and design techniques;
- demonstrate resilience through testing, refining and improving their work;
- understand the importance of sustainability and responsible decision-making;
- appreciate how creativity, innovation and technology shape, change and advance the modern world;
- be prepared for future learning within Design and Technology and related disciplines.

Through our Design and Technology curriculum, we aim for all pupils to flourish as creative thinkers, reflective learners and confident problem-solvers who recognise the value of innovation, perseverance and responsible design.

## **5. Monitoring and Review**

The Design and Technology subject leader is responsible for monitoring the quality of teaching and learning in Design and Technology across the school.

Monitoring activities may include:

- lesson observations and learning walks;
- pupil voice;
- planning scrutiny;
- assessment review;
- work scrutiny;
- monitoring of curriculum coverage and progression;
- review of enrichment opportunities and wider curriculum experiences.

The Design and Technology subject leader works alongside staff and senior leaders to support the continued development of Design and Technology provision across the school.

Monitoring will be undertaken in line with the school's monitoring cycle and may include both ongoing and termly activities. These activities are intended to evaluate the quality of curriculum implementation, identify strengths and celebrate effective practice, whilst also informing future subject development priorities.

The subject leader will:

- monitor curriculum coverage and progression across all year groups;
- review the quality of teaching, learning and assessment;
- support colleagues through guidance, professional dialogue and subject-specific development;
- monitor the impact of Design and Technology on pupils' knowledge, skills and understanding;
- ensure resources are effectively managed and maintained;
- remain informed about local and national developments within Design and Technology education.

The impact of subject leadership is evaluated through a range of evidence, including pupil outcomes, monitoring activities, pupil voice and staff feedback.

Workload and wellbeing will be considered when planning monitoring activities to ensure that evidence collection is proportionate and purposeful.

This policy should be read alongside the school's Curriculum Policy, Assessment Policy, SEND Policy and Health and Safety guidance.