

**Caslon Primary Community School,
Beecher Bear Daycare and Nursery,
Beech Tree SEMH Base
and
Tree Acre
(Early Years Inclusion Hub)**

Design and Technology Policy

September 2026



Curriculum Intent

At Caslon Community Primary School, Beech Tree SEMH Base, Beecher Bear Day Care and Nursery and Tree Acre EYFS Hub, we regard Design and technology as an important part of a broad and balanced curriculum that each child is entitled to. During Design and technology lessons, the children can develop and extend different skills and have a chance to express their own interests, thoughts and ideas.

“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. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.” – National Curriculum 2013

Aims

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

Curriculum Implementation

The teaching and implementation of the Design and technology Curriculum at Caslon Community Primary School, Beech Tree SEMH Base, Beecher Bear Day Care, Nursery and Tree Acre EYFS Hub is based on the National Curriculum and linked to termly topics where possible to ensure a well-structured approach to this creative subject.

Design and technology units are in place from Year 1 to Year 6. Our overview shows the particular skills that need to be covered for each year group. Each year group will cover 6 units of design and technology per year. Within each of these units, they will learn about cooking and nutrition, mechanisms, structures, textiles, electrical systems and the digital world in a progressive manner as they go through the school. Skills taught in Early Years and Key Stage 1 will be built upon in Key Stage 2.

Children follow a sequence of lessons to ensure they have opportunities to learn new skills through project-based learning and following the design-make-evaluate pedagogy.

The work of famous local, national and international artists and crafts people are explored to kick-start the children's learning. Their learning is further enhanced with links made across the curriculum to their half-termly topic such as designing electrical history posters or baking fair-trade cookies.

EYFS

In our Early Years, it is expected that a wide range of multi-sensory exploratory art activities and materials will be provided for each child as part of an enabling environment. These will be in place each week and will allow children to explore different materials, be imaginative, improvise, collaborate and experiment. Pupils will learn basic skills as part of developing their creativity along with their gross and fine motor skills as part of the specific area of Expressive Arts and Design.

They have the opportunities to learn to:

- ✓ Explore the textures, movement, feel and look of different media and materials
- ✓ Respond to a range of media and materials, develop their understanding of them in order to manipulate and create different effects.
- ✓ Use different media and materials to express their own ideas.
- ✓ Explore colour and use for a particular purpose.
- ✓ Develop skills to use simple tools and techniques competently and appropriately.
- ✓ Select appropriate media and techniques and adapt their work where necessary.

SEND and Adaptive Teaching

We believe that all children have the right to access the DT curriculum. To ensure that children with special educational needs achieve to the best of their ability, it may be necessary to adapt the delivery of the curriculum for some pupils. We teach the DT curriculum to all children, whatever their ability. Through the teaching of DT we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Where appropriate we may support SEN children in small groups or on a one-to-one basis.

Within Beech Tree SEMH Base, pupils will be taught a broad curriculum which will cover age and stage appropriate skills. Staff discretion will be used to determine the approaches used to teach these skills and always aim to build on prior learning. Although it will be the intention to cover as much of the National Curriculum content as possible, meeting the pupils' SEMH needs will take priority.

(See Appendix 1 for details of Adaptive Teaching through Design and technology Curriculum)

Curriculum Impact

Ongoing teacher assessments take place throughout the year and are used to inform future planning. This ensures children are supported and challenged appropriately, and that progression can be seen throughout the school.

Children in foundation stage are assessed within Expressive Arts and Design and their progress is tracked termly using Tapestry. Age related expectation levels are reported to parents at the end of the Reception year.

Assessment and Recording

Pupils work will be recorded in sketchbooks/broad curriculum books and on Seesaw as it progresses. We then assess the work of our students in DT by observing them working during lessons. Teachers assess the progress made against the learning objectives for their lessons. At the end of each year, a judgement is made to determine whether a child is working below, at or exceeding age related expectations. Assessment judgements are used to inform future planning.

Monitoring and Review

The monitoring of the standards of children's work and the quality of teaching in design and technology is the responsibility of the DT subject leader. The work of the subject leader also involves supporting colleagues in the teaching of design and technology, being informed of current developments in the subject and providing strategic lead and direction for the subject across the school. Monitoring of design and technology may be done through planning and work trawls, pupil interviews, staff skills audits. The results of monitoring aim to further improve the quality of our DT curriculum.

How we use Kapow to support our curriculum

Kapow's design and technology scheme of work aims to inspire pupils and develop their confidence to learn new skills and follow the design, make and evaluate process. Each stage of the design process is underpinned by technical knowledge which encompasses the contextual, historical, and technical understanding required for each strand. The scheme is written by experts in their field and designed a clear progression of skills and knowledge within these strands and key areas across each year group. Their Progression of skills shows the skills and knowledge that are taught within each year group and how these skills develop to ensure that attainment targets are securely met by the end of each key stage.

The Kapow Art revised scheme of work is designed with four strands that run throughout. These are:

- Design
- Make
- Evaluate
- Technical knowledge

Appendix 1 –

Adaptive Teaching in design and technology

This document will provide some examples of how teaching may be adapted for groups or individuals.

Cognition and Learning	
Barriers Remembering multi step instructions.	Provision • Step by step reminders of key processes using visuals or task boards. • Broken down success criteria with clear reminders. Many children with learning difficulties are able to excel in art and technology therefore need to be aware of individual profile of need.
Communication and Interaction	
Barriers Understanding the vocabulary and descriptive language used.	Provision • Capitalise on the opportunities to model and teach new vocabulary. If soft, allow the child to feel it and repeat back the word soft. • Provide key vocabulary for the child to choose from to scaffold their language. • Label equipment with a symbol and word (dual coding) • Allow a choice between two using choice boards or Makaton if speech is significantly delayed. Encourage the verbal response and support with repeating the vocab 'You've chosen soft – yes it is soft'.
Physical and/or Sensory	
Barriers Sensory issues working with certain materials such as clay. Potential higher noise level/busier classroom during practical activities. Accessibility of the equipment. Child's ability to use the equipment safely	Provision • Use of alternative less messy equipment such as play dough • Consider pupil sensory audits and adaptations • Use of ear defenders or noise cancelling headphones. • Ensure that instructions are not given over a busy classroom so that they can be heard and understood. • Ensure that equipment is stored and put away appropriately to aid access and to avoid trips or hazards for someone visually impaired. • Provide adapted resources such as pencil grips, larger pencils, paintbrushes with appropriate grips, spring loaded scissors. • Slanted surfaces and clips to grip the paper to the surface. • Ensure that the child is near to the adult so that they can see/hear safety demonstrations.

	• Use hand over hand approach to support/model appropriate safety. • Allow more time for the use of tools and equipment – child may have their own to enable this rather than sharing with others.
Social, Emotional and Mental Health	
Barriers Less structured lesson format may make it harder for self-regulation behaviours. Focus and attention on extended pieces of work	Provision • Clear expectations in advance of the lesson and explanation of what is happening during the lesson. • Time out or movement breaks if needed. • Supported by resources which allow visual representation of self-regulation strategies – emotion thermometer etc. • Allow movement breaks and incorporate alternative tasks to break the activity up into smaller chunks. • Opportunities to develop social skills including being taught these discretely to support engagement in group work and collaborative learning. • Use of PSHE to discuss healthy relationships, promote well-being and explore emotive topics within learning.