



Design and Technology Policy

Originator	Louise Duncan
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Signed	<i>Louise Duncan</i>
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Monitored by	Headteacher Curriculum and Standards

'Learning Together We Can Reach For The Stars'

Race Leys Infant School

POLICY TITLE	DESIGN AND TECHNOLOGY
RESPONSIBLE COMMITTEE	Curriculum and Standards
NATIONAL CURRICULUM	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.
INTENT	At Race Leys Infant School, our Design and Technology curriculum aims to spark curiosity, creativity, and problem-solving in all children. Aligned with the KS1 National Curriculum, we provide practical, hands-on experiences where pupils design, make, and evaluate purposeful products using a range of tools and materials. We strongly believe that Design and Technology develops children's resilience and ability to come back with new options to try. We are committed to inclusivity, ensuring all children – regardless of background or ability – can access, enjoy, and succeed in D&T. We adapt our approach to meet diverse needs, celebrate individuality, and provide meaningful learning for everyone. Our curriculum promotes real-life links, and cross-curricular learning, helping children understand the world around them. Through wider opportunities such as after school clubs and enrichment activities, we raise aspirations and broaden horizons for all.
IMPLEMENTATION	• At Race Leys Infant School Design and Technology follows the National Curriculum programme of study for Key Stage 1. • In KS1, the focus of DT lessons will be teaching discrete DT practical skills. However, links will be made with other subjects, such as Science and Mathematics, under a topic theme, where relevant. • In the Foundation Stage, DT skills will be taught in the areas of learning 'Understanding the World' and 'Expressive Arts and Design'. This forms the foundation for later work in DT, for example, the children will begin to safely use and explore a variety of materials, tools and techniques to experiment with design, texture, form and function. • Design and Technology will be taught through a sequence of lessons; Evaluate existing products, Skills acquisition, Design, Make and Evaluate. • DT will be taught in a number of ways. We recognise and value the importance of a range of teaching methods, including practical experimentation and investigation. Children will be able to develop the skills of evaluating products in their everyday lives and using that information to help design, make and evaluate their own products. Children will work both individually and through co-operative group work.

	• The school's values will be promoted through DT lessons. • Long term plans and medium term plans have been prepared jointly by the Subject Leader and with each year group team. Pupil voice has also been consulted. The Subject Leader will monitor that the DT curriculum is delivered effectively through a thorough monitoring schedule. They will offer advice, support and training, as appropriate, to colleagues and ensure resources are relevant and available. • All staff are aware of the SEND register and will adapt learning accordingly. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an Additional Language, and we take all reasonable steps to achieve this. For further details see separate policies: Special Educational Needs and Disability; Equal Opportunities; Able, Gifted and Talented; English as an Additional Language (EAL). A DT adaptive teaching grid has been created to support teachers to adapt learning in a variety of ways. The DT Teaching Principles booklet also supports the teaching of DT and should be referred to. • The DT curriculum will be inclusive so that all pupils, regardless of ethnicity, gender or ability, will be given the opportunity to study DT. The study of DT should help pupils to begin to understand that all products in their lives have been planned, designed, made and evaluated.
IMPACT	• In the Foundation Stage, assessment will focus on teacher observations. • In KS1, learning can be recorded in Floor books, if appropriate, but we also encourage other teaching approaches such as practical exploration and discussion. • Class teachers will assess against 'I can' statements, linked to the long term planning, on a termly basis. This will allow them to make a 'best fit' judgment as to whether the pupil has achieved the learning goal for that year, exceeded expectations or is still working towards the goals. Assessment will be monitored by the Subject Leader in a subject standards document. • The outcomes of our monitoring including pupil assessment, pupil conversations by the subject leader, observations and monitoring will lead to reviews to policy and practice on a continuous cycle. This will ensure maximum impact of our intent. • Monitoring may include lesson observations and/or learning walks, pupil voice interviews, book monitoring and a portfolio of children's work to ensure full coverage of curriculum content and skill progression. This information is then used to inform further curriculum developments and provision. • The quality of DT education will be monitored by the DT Subject Leader with overview from the leadership team. • An overview of the Quality of Education in DT will be communicated to the Curriculum and Standards sub-committee in a subject spotlight report to enable them to monitor the subject.
FURTHER DETAILS CONTAINED IN DOCUMENTS	Assessment & Marking policies Teaching Principles Adaptive Teaching grid

DATE APPROVED	NEXT REVIEW DATE
December 2025	December 2027

Signed:	Date:
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