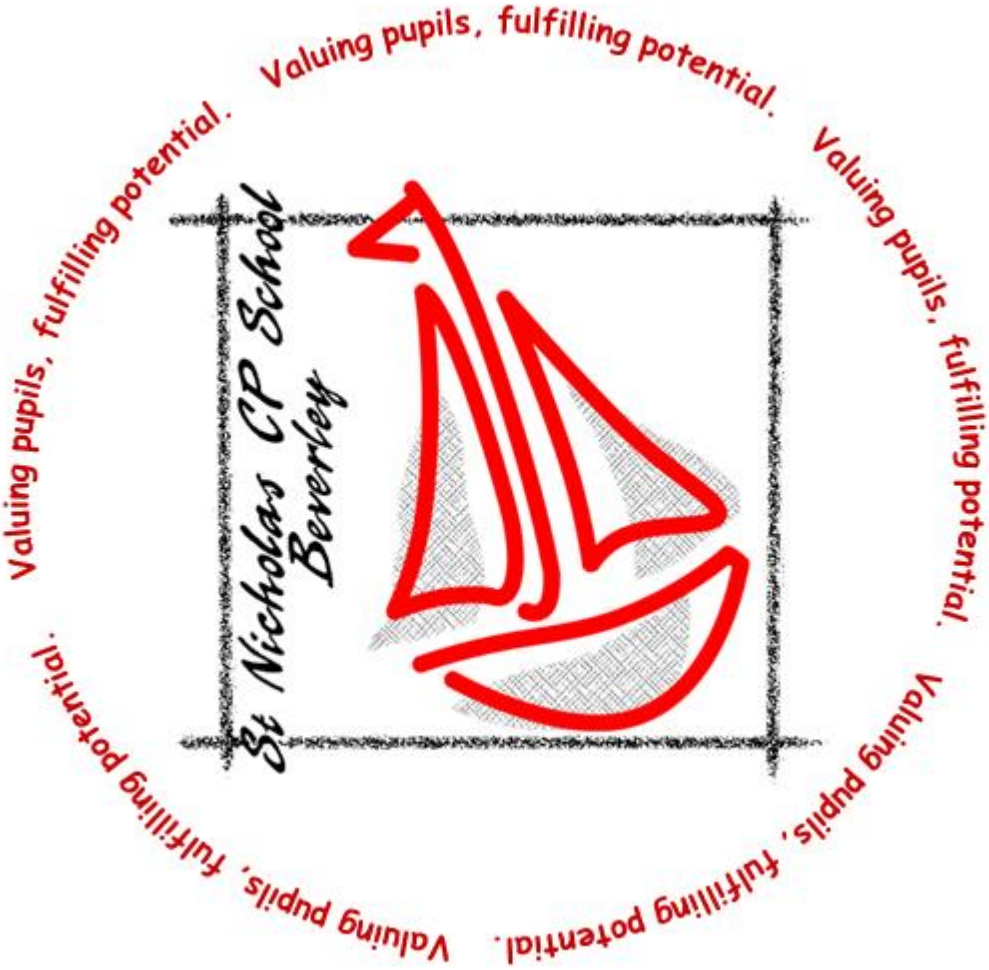
Design & Technology Policy

Beverley St Nicholas Primary School



Reviewed December 2025

1. Intent

At Beverley St Nicholas CP School, our goal is to provide a Design and Technology curriculum that is engaging, inspiring, and challenging for all pupils. We follow a progressive and inclusive approach that encourages creativity and problem-solving. Children are given opportunities to think imaginatively and apply design skills to purposeful projects with clear, tangible outcomes. Through a wide range of practical and creative activities, pupils develop the knowledge, understanding, and technical skills needed to design and make effectively. Our curriculum is carefully planned to meet statutory requirements and ensure that each year group covers specific areas of Design and Technology. These units build on prior learning, deepening pupils' understanding of concepts and technical skills as they progress through the school. At Beverley St Nicholas CP School, we are committed to delivering a curriculum that is stimulating, intellectually challenging, and equips pupils with the confidence and creativity to succeed.

---

2. Implementation

At Beverley St Nicholas CP School, Design and Technology is taught through a carefully structured and planned to follow the sequence of: exploring sources, developing skills, **designing and making and finally evaluating** cycle. Each unit is structured to build on previous learning, ensuring clear progression in both knowledge and practical skills. Pupils take part in a range of creative and hands-on projects, which include:

- **Structures and mechanisms** (such as bridges and moving models)
- **Textiles** (introducing simple sewing and fabric-based design)
- **Food technology** (developing cooking skills and understanding healthy eating)

Our curriculum is enriched through meaningful links with other subjects, including science, mathematics, and art, helping pupils to apply their learning in real-life contexts. Practical experiences are at the heart of our approach, with children given opportunities to work with a variety of tools and materials safely and confidently.

---

3. Impact

The impact of our curriculum is measured through:

- Pupil voice and engagement.
- Quality of finished products and design portfolios.
- Teacher assessments and evidence of progression.
- Pupils' ability to apply skills confidently and creatively.

Through our Design and Technology curriculum at Beverley St Nicholas CP School, we aim for pupils to:

- Develop the creative, technical, and practical skills needed to carry out everyday tasks confidently and thrive in an increasingly technological world.
- Gain the knowledge and techniques required to design and produce high-quality prototypes and finished products.
- Become effective problem-solvers, working both independently and collaboratively as part of a team.
- Reflect on and evaluate design and technology from the past and present, understanding its purpose and impact on society.
- Critique, test, and improve their own ideas and products, as well as provide constructive feedback on the work of others.
- Understand and apply principles of nutrition and develop practical cooking skills.
- Enjoy and take pride in the process of designing and making, including preparing and tasting food.
- Acquire transferable skills and attributes that will support them beyond primary school and into adult life.

---

4. Planning and Progression

Design and Technology is taught through a whole-school, spiral curriculum using the Edukos trust unit plans, which ensures progression from Year 1 to Year 6.

EYFS pupils develop Design and Technology through adult-led and child-initiated learning, in line with the EYFS framework.

Design and Technology curriculum structure

Autumn Term: Mechanisms or Structures
Spring Term: Textiles
Summer Term: Food

Each unit is taught across the school at the same time, ensuring a clear progression of skills. Learning is supported through the study of carefully chosen artists, with each artist linked to the specific skills being developed during that term.

---

5. Teaching and Learning Pedagogy

At the start of each Design and Technology unit, pupils explore existing products linked to their design brief. This helps them understand purpose, identify the intended user, and consider how effective designs meet specific needs. Key subject-specific vocabulary is introduced and discussed so that pupils can confidently use appropriate language when designing, making, and evaluating.

Teachers model the required skills and techniques, allowing pupils to practise these in isolation before applying them independently. Health and safety is prioritised, with safety

rules taught explicitly and reinforced throughout the making process. Pupils work collaboratively to evaluate their designs and suggest improvements.

Design and Technology books are used to demonstrate pupils' learning and progression over time. Key unit takeaways and vocabulary are recorded to sharpen the focus on intended skills and knowledge, supporting pupils' understanding and ongoing development.

Teaching approaches include:

- Direct instruction and modelling
- Class discussion and reflection
- Group and paired work
- Practical activities
- Explicit teaching of key vocabulary

---

6. Assessment, Monitoring and Evaluation

Assessment in Design & Technology is formative and supports learning rather than grading. Evidence may include:

- Pupil D&T books presenting work towards the key unit takeaways
- Pupil voice
- Teacher observations and completion of assessment tracker
- Photographs and recorded discussions

The Design & Technology lead monitors coverage, quality and progression.

---

7. Inclusion, Equality and SEND

All pupils are entitled to access the Design & Technology curriculum at a level appropriate to their needs.

The school:

- Promotes equality and respect for protected characteristics
- Adapts teaching to meet the needs of pupils with SEND
- Uses a range of strategies to support access and engagement
- Ensures Design & Technology reflects the diversity of the school and wider society.

---

8. Roles and Responsibilities

Governing Body

- Approves and reviews this policy

Headteacher

- Ensures effective implementation of Design & Technology

Design & Technology Lead

- Monitors teaching and learning providing feedback were required.
- Supports staff through CPD
- Maintains curriculum overview and progression
- Attend trust subject leader updates for Design & Technology

Class teachers

- Deliver Design & Technology in line with this policy

---

9. Working with Parents and Carers

We value open communication with parents and carers.

- Parents are informed of Design & Technology termly teaching and learning through curriculum letters.
- Curriculum materials can be viewed on request
- Teachers are encouraged to consider Design & Technology based 'Stay and ….' Themes once a half term.
- Parents and carers are encouraged to discuss Design & Technology topics at home
- Design & Technology learning experiences are shared with parents and carers via class dojo.

---

10. Policy Review

Policy reviewed: December 2025
Review date: December 2026

At Beverley St Nicholas Community Primary School, we believe every child deserves the knowledge, skills and confidence to thrive — now and in the future.